

PROGRAMME SPECIFICATION

Course record information

Name and level of final award:	<p>MA International Planning and Sustainable Development</p> <p>MA International Planning and Sustainable Development (Spatial Planning)</p> <p>MA International Planning and Sustainable Development (Urban Resilience)</p> <p>PG Diploma International Planning and Sustainable Development</p> <p>PG Certificate International Planning and Sustainable Development</p> <p><i>The MA and PG Diploma courses listed above are Bologna FQ-EHEA second cycle degree or diploma compatible.</i></p>
Name and level of intermediate awards:	<p>Postgraduate Diploma International Planning and Sustainable Development</p> <p>Postgraduate Certificate International Planning and Sustainable Development</p>
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Marylebone Road
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	<p>Full time/Part time MA - 1 year to 5 years</p> <p>Full time/Part time PG Diploma – 1 to 4 years</p> <p>Part time PG Certificate – 1 to 2 years</p>
QAA subject benchmarking group(s):	Town and Country Planning
Professional statutory or regulatory body:	RTPI (Royal Town Planning Institute): The Spatial Planning and Urban Resilience MA Pathways each have full RTPI accreditation as a 'Combined Planning Programme'.
Date of course validation/revalidation:	June 2020
Date of programme specification approval:	June 2020
Valid for cohorts:	2020/21 onwards

Course Leader:	Tony Lloyd-Jones
Course URL:	https://www.westminster.ac.uk/planning-housing-and-urban-design-courses/2020-21/september/part-time-day-evening/international-planning-and-sustainable-development-ma
Westminster Course Code:	PDPLH01F, PDPLH01P; PMPLH01F; PMPLH01P; PMPLH06F; PMPLH06P; PMPLH05F; PMPLH05P
HECoS Code:	100197
UKPASS Code:	037357 (MA); 052061 (PG Dip); 052062 (PG Cert)

Admissions requirements

There are standard minimum [entry requirements](#) for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>

Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information: [westminster.ac.uk/recognition-of-prior-certified-learning](https://www.westminster.ac.uk/recognition-of-prior-certified-learning).

Aims of the course

The aims of the course are:

- To give a theoretical grounding in sustainable development, an understanding of different national institutional and policy contexts, and a critical basis on which to explore new approaches to good practice in spatial planning in both developing and developed world contexts.
- To update planning and other built environment professionals in current international good practice in spatial planning, urban regeneration and sustainable urban and regional development.
- To provide students with the opportunities to explore ideas, international perspectives and debates in depth and, through the dissertation where this is being taken as part of the award, in one distinct area of planning and urban and regional development.
- To bring together expertise in spatial planning for sustainable development from a wide range of professional fields and equip students with an understanding of a range of methods and collaborative inter-disciplinary practice.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
 - Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements which will inform the service delivered to students.

Graduates for this course can expect to find employment as planners or in a related specialism in private companies, local and national government, or in the non-governmental sector in their own country or internationally, including in international development agencies.

Most students on the course will be in an existing position in a relevant built environment profession. Overseas students may be receiving a government bursary. Graduates from the course may secure

promotion within their existing or new, related area of work or move onto more responsible positions within 18 months of completing their studies. This may include management posts or the responsibility for project or policy development. It is expected that graduates will enhance their potential to be considered for development positions outside their home country.

Course learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. These threshold statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course. A greater in-depth understanding of any of the following areas of knowledge and understanding or specific skills will be achieved through undertaking the Dissertation/Major Project module. This relates to the Masters award pathways and optionally the PG Diploma, where the Dissertation/Major Project is undertaken as part of the required complement of core modules.

Modules taken on non-accredited intermediate awards (including target PG Diploma and PG Certificate awards) will cover following learning outcomes as far as they are in line with the core and option modules that are selected as part of the course:

Knowledge and understanding (KU)

At Level 7 (noting modules where the Learning Outcome is, or can be, particularly addressed)

1. **Place management:** an in-depth and systematic understanding of making and managing places in a range of international, regional, country and urban contexts.

(Sustainable Cities and Neighbourhoods; International Spatial Planning Practice; Urban Form and Growth; International Spatial Planning Practice; Sustainable Neighbourhood Development and Management; Option modules, Dissertation/Major Project)

2. **Spatial planning and land governance:** a comprehensive understanding of the methodologies and techniques of spatial planning and the role of spatial planning as a vehicle for the coordination and integration of policies for delivering sustainable development and an understanding of related land governance issues.

(Planning in a Globalising World; International Spatial Planning Practice; Research Methods in the Built Environment, Planning Skills and Research Methods, Option modules, Dissertation/Major Project)

3. **Sustainable development:** an in-depth and systematic understanding of different theoretical and practical discourses of sustainable development internationally, including the range of built environment concerns with the natural environment.

(Sustainable Cities and Neighbourhoods; Planning for Risk and Resilience; International Spatial Planning Practice; Sustainable Neighbourhood Development and Management; Option modules, Dissertation/Major Project)

4. **Planning and local governance:** a comprehensive understanding of the role of planning and its place as a tool for local governance and urban and regional management in the sustainable and socially inclusive delivery of development and local services.

(Planning in a Globalising World; International Spatial Planning Practice; Sustainable Cities and Neighbourhoods; Sustainable Neighbourhood Development and Management, Option modules, Dissertation/Major Project)

5. **Social and economic interests in development:** an in-depth and critical understanding of the interests and role of communities, civil society, government and the private sector in city development and management and of the role of partnerships and public participation in the process.

(Sustainable Cities and Neighbourhoods; Planning in a Globalising World; Sustainable Neighbourhood Development and Management; Urban Form and Growth, Option modules,

Dissertation/Major Project))

6. **Related specialisms:** a comprehensive understanding of the paradigms, methodologies and techniques of one of the designated specialisms relating to the broader sphere of international planning and sustainable development.

(Planning for Risk and Resilience; Option modules, Dissertation/Major Project)

Professional practice: awareness and ability to manage ethical dilemmas and work proactively with others to formulate solutions; thorough understanding of professional ethics and obligations and knowledge of professional roles, interests, and associations in the relevant national and international contexts.

(International Spatial Planning Practice; Sustainable Neighbourhood Development and Management, Planning Skills and Research Methods, Option modules, Dissertation/Major Project))

7. **Relationship between specialisms (RTPI):** mature understanding of the relationship within a multidisciplinary context of a particular area of specialism to other specialist areas of expertise.

(All core modules; Option modules, Dissertation/Major Project))

Specific skills (SS)

At Level 7 (noting modules where the Learning Outcome is, or can be, particularly addressed)

1. **International urban and regional analysis:** with critical awareness of the complexity of the issues and context, and informed by knowledge of international good practice, can apply appropriate theory and models to make comparisons between countries and their political and governance systems, cultural contexts, social and economic policies and urban interventions.

(Planning in a Globalising World; International Spatial Planning Practice; Sustainable Neighbourhood Development and Management, Planning for Risk and Resilience, Option modules, Dissertation/Major Project)

2. **Spatial planning:** can generate imaginative strategies, plans and programmes for spatial development that are capable of being implemented; can analyse socio- spatial issues and problems, set objectives, visualise and evaluate spatial strategies and the means of implementing them at a local, urban and regional scale; with critical awareness, can synthesise information in a manner that may be innovative, utilising knowledge from the forefront of the discipline.

(International Spatial Planning Practice; Sustainable Cities and Neighbourhoods, Planning for Risk and Resilience, Option modules, Dissertation/Major Project)

3. **Spatial data management and analysis:** has technical expertise to draw on basic statistical and ICT methods to map, represent, model, store and analyse spatial data; is able to adapt skills and procedures to unfamiliar contexts effectively and precisely.

(International Spatial Planning Practice; Sustainable Neighbourhood Development and Management; Urban Form and Growth; Planning Skills and Research Methods; Option modules, Dissertation/Major Project)

4. **Graphic presentation:** has technical expertise to draw on and use graphic techniques – diagrams, graphs, tables, maps and plans – including basic three- dimensional representations and illustrative material to communicate spatial development concepts and propositions effectively and precisely.

(International Spatial Planning Practice Sustainable Cities and Neighbourhoods; Urban Form and Growth; Sustainable Cities and Neighbourhoods; Planning for Risk and Resilience, Option modules, Dissertation/Major Project)

5. **Development appraisal:** has technical expertise to evaluate the economic, financial

implications and social and environmental impacts of alternative development strategies precisely and effectively; is able to adapt skills and procedures to unfamiliar contexts.

(Sustainable Cities and Neighbourhoods; Option modules, Dissertation/Major Project)

6. **Employ a range of planning tools:** has technical expertise to carry out and produce surveys, stakeholder analyses, appraisals, impact assessments, capacity studies, structure and master plan frameworks, visions, briefs, policy and design statements, planning guides and reports in the appropriate context; is able to adapt skills and procedures to unfamiliar contexts.

(International Spatial Planning Practice; Sustainable Neighbourhood Development and Management; Sustainable Cities and Neighbourhoods; Urban Design and Development Planning Skills; Planning Skills and Research Methods, Option modules, Dissertation/Major Project)

7. **Professional practice:** can exercise initiative and personal responsibility in professional practice; can draw on a critical awareness of and apply standards in particular areas of professional expertise.

(International Spatial Planning Practice; Sustainable Neighbourhood Development and Management; Urban Form and Growth; Planning Skills and Research Methods)

8. **Specialist skills – engage in debate** (RTPI): can engage in theoretical and practical debate at the forefront of the area of specialism.

(All modules)

9. **Specialist skills – employers' requirements** (RTPI): can offer potential employers the type and quality of initial skills that might reasonably be expected of a graduate from this specialism undertaking the practice experience period of the 'Assessment of Professional Competence' (APC).

(All modules)

Key transferable skills (KTS)

(All modules)

At Level 7

1. **Group working:** can work effectively as a member of a group, able to contribute ideas and respect the contribution of others, including those from different national, cultural and ethnic backgrounds; can use conflict management; mediation and negotiation skills.
2. **Autonomy:** is an independent and self-critical learner, guiding the learning of others and managing own requirements for continuing professional development; can prepare a personal development plan, monitor and evaluate progress; can set targets, manage time and resources, work to deadlines and balance conflicting demands; monitor and evaluate progress.
3. **Self-evaluation:** is reflective on own and others' functioning in order to improve practice; can apply reflective skills to professional practice and research activity; critically examine personal values, assumptions and practice through a process of self-evaluation.
4. **Communications:** can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently; shows awareness and can employ research and communication methods that are sensitive to cultural and geographical diversity and promote a participatory approach; can write clear and accurate English to a high professional standard; effective verbal communication and listening skills.
5. **Professional development and problem solving:** has independent learning ability required for continuing professional study, making professional use of others where appropriate; identification of problem essentials; creative and critical thinking; decision making.

6. **Application:** can demonstrate initiative and originality in problem solving. Can act autonomously in planning and implementing tasks at a professional or equivalent level, making decisions in complex and unpredictable situations.
7. **Learning resources and information management:** is able to use full range of learning resources, including use of information technology; is able to use basic software packages for word processing, spreadsheet analysis and, where necessary, spatial analysis and graphical representation.
8. **Career management skills:** self-awareness; exploring and creating opportunities; action planning; networking, political awareness; coping with uncertainty and change; self-confidence

Course Learning Outcomes mapped onto course modules for MAIPSD (Spatial Planning and Urban Resilience Pathways)		Planning in a Globalising World	International Spatial Planning Practice	Sustainable Neighbourhood Development & Mgmt	Urban Form & Growth (SP Pathway)	Planning for Urban Risk and Resilience (UR Pathway)	International Spatial Planning Field Trip	Sustainable Cities & Neighbourhoods	Planning Skills and Research Methods	Option Module	Dissertation/Major Project
<i>Other learning outcomes not listed apply to all modules.</i>											
KT1	Place management:		X	X	X		X	X	X	X	X
KT2	Spatial Planning and land governance	X	X	X		X	X	X		X	X
KT3	Sustainable Development	X	X	X		X		X	X	X	X
KT4	Planning and local governance	X	X	X		X	X	X		X	X
KT5	Social and economic interests in development	X	X	X		X	X	X	X	X	X
KT6	Related specialisms				X	X				X	X
KT7	Relationships between specialisms	X	X	X	X	X		X	X	X	X
SS1	International urban and regional analysis:	X	X	X		X				X	X
SS2	Spatial planning		X	X		X		X		X	X
SS3	Spatial data management and analysis:		X	X	X	X			X	X	X
SS4	Graphic presentation:		X	X	X	X		X		X	X
SS5	Development appraisal:			X						X	X
SS6	Employ a range of planning tools		X	X	X	X	X	X	X	X	X
SS7	Professional practice		X	X					X		
SS8	Specialist skills – engage in debate	X	X	X	X	X	X	X	X	X	X
SS9	Specialist skills – employers' requirements	X	X	X	X	X	X	X	X	X	X

Course learning outcomes (RTPI accredited pathways)

The MA International Planning and Sustainable Development has been designed to reflect the academic, professional and employment demands of the discipline and meet the qualification descriptor for level 7 awards as set out by the UK Quality Assurance Agency (QAA). The course also meets the RTPI's Core and Specialist learning outcomes as follows. These learning outcomes are aligned/consistent with the learning outcomes for postgraduate education by the Institute. A mapping matrix relating the module to the RTPI's course learning outcomes is detailed below.

Subject specific knowledge and skills

The ability to demonstrate:

CLO1 a critical awareness of the complexity of interrelated forces shaping spatial development, the key challenges that surround current trajectories of development across diverse contexts and scales, and the role of planning in addressing them.

CLO2 an understanding of the historical and theoretical foundations of spatial planning, its context, purpose, and scope, as well as different planning roles in public, private and voluntary sectors.

CLO3 in-depth knowledge of key aspects and dimensions of sustainable development and spatial planning's contribution to the creation (and maintenance) of sustainable communities and places.

CLO4 practical understanding of the plan-making and planning decision-making process and knowledge of, and expertise in, skills, techniques, strategies and methods essential for effective working in planning practice and related professions.

CLO5 an understanding of the values and ethics of working as a professional in the field of planning and develop students' ability to exercise critical thinking and independent judgement.

CLO6 an appreciation of the qualities of a reflective practitioner who sees the acquisition of knowledge and skills as a lifelong process and is able to respond – and adapt – to changing roles and contexts within the profession.

CLO7 an in-depth understanding of ideas, perspectives and debates to a considerable degree of depth in one distinct area of planning.

Key transferable skills:

CLO8 Detailed knowledge of analytical and research skills and the ability to apply them in practice.

CLO9 Detailed knowledge of verbal and written communication as well as presenting and negotiation skills and the ability to apply them in practice.

CLO10 Detailed knowledge of project and self-management skills (e.g. setting targets, managing time and resources, working to deadlines and balancing conflicting demands) and the ability to apply them in practice.

CLO11 Detailed knowledge of skills of reflective practice and the ability to apply them in practice

Learning, teaching and assessment methods Learning

The course will draw upon a variety of teaching, learning and assessment strategies, which combine a robust theoretical conception of the subject area with a strong emphasis on inter-professional working, cross national comparison and personal contextualisation. To bring together and balance what students bring to the course as experienced practitioners and the theoretical and analytical challenges of spatial planning for sustainable development, there will be a strong emphasis on structured practical, hands-on learning throughout the course.

Teaching

The taught programme places a priority on facilitating interaction between students within class-teaching and hands-on, project and case study-based learning. Teaching combines lectures, seminars and workshops with individual and group tutorials.

Students are supported by tutors and supervisors throughout their course, and tutorials are a key element of the learning process. Lecture series give background information supplemented with structured reading from a variety of theoretical sources and case study material. The dissertation/major project gives students the space to study a specialist topic in depth and develop their research skills.

Assessment

Assessment is 100% course work. Theoretical work and discussion of key issues will be explored in seminar papers, group discussions, workshops and essays. Seminars, workshops, game, role play and team-based exercises will be used in comparative international analysis and case study work. Additionally, students will be set projects undertaken individually and in groups applying their theoretical knowledge and skills to addressing common planning and development challenges in a range of international regional, country and urban contexts, and drawing from the range of appropriate planning tools. Some UK case studies may be used to develop survey skills and explore live issues. Students will have the option to explore other European case studies if they chose appropriate option modules from the range of Specialisms.

The course delivery encourages reflective and critical thinking in helping students to extend existing skills and competencies. Projects are supported by individual tutorials and group seminars. Throughout each student's learning they are required to maintain a portfolio that demonstrates their reflections on what they learn to their personal community work practice.

Course structure

This section shows the core and option modules available as part of the course and their credit value. The MA requires 180 credits and Intermediate awards of Postgraduate Certificate and Diploma require 60 and 120 credits respectively. Full time MA and PG Diploma students usually study the required credits over one academic year. Part time MA students can study the required credits over two to five years, part time PG Diploma students over two to four years and part time PG Certificate students over one to two years. Students are required to take the specified core modules as indicated below in the award requirements section.

International Planning and Sustainable Development MA (Spatial Planning):

Module code	Module title	Status	UK credit	ECTS
Core Modules to the value of 160 credits:				
7PLAN011W	Planning in a Globalising World	Core	20	10
New	Urban Form and Growth	Pathway Core	20	20
7PLAN020W	Sustainable Neighbourhood Development and Management	Core	20	10
7PLAN019W	Sustainable Cities and Neighbourhoods	Core	20	10
7PLAN006W	International Spatial Planning Practice	Core	20	10
New	Planning Skills and Research Methods	Core	20	10
7PLAN001W	Dissertation or Major Project	Core	40	20
Option Modules to the value of 20 credits:				
7PLAN029W	Environmental Policy, Assessment and Climate Change	Option	20	10
7PLAN010W	Planning for Urban Risk and Resilience ¹	Option	20	10
New	Place and Experience in Design for Urban Spaces	Option	20	10
New	Emerging Landscapes and Urban Ecologies	Option	20	10
New	Urban Design Project	Option	20	10
New	Housing and Urban Regeneration	Option	20	10
New	Communities Towards Sustainability – Public Engagement	Option	20	10
New	Conservation and Heritage	Option	20	10
New	Information Management Applications for Urban Planning	Option	20	10
7TOUR008W	Destination Development – Case Study Perspectives	Option	20	10
7TRAN013W	Land Use, Planning and Transport	Option	20	10
7TRAN027W	Traffic and Streets	Option	20	10
0-credit Core Module:				
7PLAN005W	International Planning Field Trip	Core	0	0

¹ Option for part-time Spatial Planning Pathway students

International Planning and Sustainable Development MA (Urban Resilience):

Module code	Module title	Status	UK credit	ECTS
Core Modules to the value of 160 credits:				
7PLAN011W	Planning in a Globalising World	Core	20	10
7PLAN010W	Planning for Urban Risk and Resilience	Core	20	10
7PLAN019W	Sustainable Cities and Neighbourhoods	Core	20	10
7PLAN020W	Sustainable Neighbourhood Development and Management	Core	20	10
7PLAN006W	International Spatial Planning Practice	Core	20	10
New	Planning Skills and Research Methods	Core	20	10
7PLAN001W	Dissertation or Major Project	Core	40	20
Option Modules to the value of 20 credits:				
7PLAN029W	Environmental Policy, Assessment and Climate Change	Option	20	10
New	Urban Form and Growth ²	Option	20	10
New	Place and Experience in Design for Urban Spaces	Option	20	10
New	Emerging Landscapes and Urban Ecologies	Option	20	10
New	Urban Design Project	Option	20	10
New	Housing and Urban Regeneration	Option	20	10
New	Communities Towards Sustainability – Public Engagement	Option	20	10
New	Conservation and Heritage	Option	20	10
New	Information Management Applications for Urban Planning	Option	20	10
7TOUR008W	Destination Development – Case Study Perspectives	Option	20	10
7TRAN013W	Land Use, Planning and Transport	Option	20	10
7TRAN027W	Traffic and Streets	Option	20	10
0-credit Core Module				
7PLAN005W	International Planning Field Trip	Core	0	0

² Option for part-time Urban Resilience Pathway students

International Planning and Sustainable Development MA (Non RTPI-accredited):

Module code	Module title	Status	UK credit	ECTS
Core Modules to the value of 120 credits:				
7PLAN011W	Planning in a Globalising World	Core	20	10
7PLAN020W	Sustainable Neighbourhood Development and Management	Core	20	10
7PLAN006W	International Spatial Planning Practice	Core	20	10
7PLAN018W	Planning Context and Research Methods	Core	10	5
7PLAN018W	Research and Planning Skills	Core	10	5
7PLAN001W	Dissertation or Major Project	Core	40	20
Option Modules to the value of 60 credits:				
To be agreed with the Course Leader from within the course provision or from other postgraduate courses offered in the University. Learning outcomes must meet the aims of the course,				
0-credit Core Module				
7PLAN005W	International Planning Field Trip	Core	0	0

Notes

The particular combination of options chosen by individual students will be agreed with the Course Leader during Induction and/or the initial Personal Development Plan meeting.

Timetable clashes may constrain a particular combination of options and some options may only be available to students on the PG Diploma or PG Certificate.

Other combinations through the MA programme may be possible and, with the agreement with the Course Leader, options on any of the courses may be chosen from other postgraduate courses offered in the School, College or University. Learning outcomes must meet the aims of the course, which may include requirements relating to accreditation, as advised by the Course Leader.

Not all option modules will necessarily be offered in any one year.

Awards:

To qualify for the award of **MA International Planning and Sustainable Development (Spatial Planning)**, a student must have:

- a) obtained a minimum of 180 credits at Level 7;
- b) attempted modules worth no more than 240 credits (see section 18.29 and 18.37);

Note: A first attempt of any module will count as an attempt, and a re-attempt of any module that a student has failed will count as a further, separate attempt. Re-assessment following referral at the first sit will not count as a further separate attempt.

- c) passed all of the pathway core modules and one 20 credit option module.

To qualify for the award of **MA International Planning and Sustainable Development (Urban Resilience)**, a student must have:

- a) obtained a minimum of 180 credits at Level 7;
- b) attempted modules worth no more than 240 credits (see section 18.29 and 18.37);

Note: A first attempt of any module will count as an attempt, and a re-attempt of any module that a student has failed will count as a further, separate attempt. Re-assessment following referral at the first sit will not count as a further separate attempt.

- c) passed all of the pathway core modules and one 20 credit option module.

To qualify for the award of **MA International Planning and Sustainable Development**, a student must have:

- a) obtained a minimum of 180 credits at Level 7;
- b) attempted modules worth no more than 240 credits (see section 18.29 and 18.37);

Note: A first attempt of any module will count as an attempt, and a re-attempt of any module that a student has failed will count as a further, separate attempt. Re-assessment following referral at the first sit will not count as a further separate attempt.

- c) passed all of the pathway core modules and option modules to the value of 60 credits.

To qualify for the award of **Postgraduate Diploma International Planning and Sustainable Development**, a student must have:

- a) obtained a minimum of 120 credits at Level 7; and
- b) passed two of the following: 7PLAN011W Planning in a Globalizing World, 7PLAN020W Sustainable Neighbourhood Development, or 7PLAN006W International Spatial Planning Practice (20 credits each);
- c) passed 7PLAN019W Sustainable Cities and Neighbourhoods, Urban Form or 7PLAN010W Planning for Urban Risk and Resilience (20 credits each), and
- d) passed a further 60 credits in option modules (from all modules offered across the Postgraduate International Planning and Sustainable Development programme with the prior approval of the Module Leader concerned)

To qualify for the award of **Postgraduate Certificate International Planning and Sustainable Development**, a student must have:

- a) obtained a minimum of 60 credits at Level 7; and
- b) passed two of the following: 7PLAN011W Planning in a Globalizing World, 7PLAN006W International Spatial Planning Practice, 7PLAN020W Sustainable Neighbourhood Development, or 7PLAN019W Sustainable Cities and Neighbourhoods (20 credits each), and
- c) passed a further 20 credits in option modules (from all modules offered across the Postgraduate International Planning and Sustainable Development programme with the prior approval of the Module Leader concerned)

The University may award:

- an MA, Postgraduate Diploma or Postgraduate Certificate with Merit to a student whose marks average at least 60% across the modules contributing to the award, where the PG Diploma or PG Certificate is the target award rather than an intermediate award conferred following failure in one or more modules.

- an MA, Postgraduate Diploma or Postgraduate Certificate with Distinction to a student whose marks average at least 70% across the modules contributing to the award, where the PG Diploma or PG Certificate is the target award rather than an intermediate award conferred following failure in one or more modules.

Exit awards from accredited pathways will be the same as the non-accredited intermediate awards and not carry the pathway name.

Professional Body Accreditation or other external references

Royal Town Planning Institute (RTPI): RTPI accreditation as a combined planning course. On successful completion of the MA course students can become licentiates of the RTPI. After two years' experience in practice, they may make a submission for their Assessment of Professional Competence and, if successful, are then entitled to full RTPI membership. The Postgraduate Diploma and Postgraduate Certificate on its own do not meet RTPI requirements for Initial Planning Education but can be used as an element for accreditation eligibility. More information on routes to membership can be obtained from the RTPI website

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations

How will you be supported in your studies?

Course Management

The course is managed and delivered by a small team of permanent academic staff with specialist knowledge in spatial planning and related disciplines, together with additional part-time staff and visiting speakers drawn from practice. The staff teach on related courses and are involved in publication, research and consultancy for variety of public, private and third sector organisations, both in the UK and internationally. The course draws particularly on the work of the Max Lock Centre (see: <https://www.westminster.ac.uk/research/groups-and-centres/max-lock-centre>). We maintain close links with practice and members of the team are active in professional associations.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your School Registry Office. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://learning.westminster.ac.uk/>

Learning Support

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students¹ can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study,

desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their location. Students can also securely connect their own laptops and mobile devices to the University wireless network. Further information on Academic Learning can be found at <https://www.westminster.ac.uk/current-students/studies/study-skills-and-training>

Support Services

The University of Westminster Student Affairs department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/current-students/support-and-services/student-advice>

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/current-students/events/welcome-to-westminster-we-are-your-students-union>

¹ Students enrolled at Collaborative partners may have differing access due to licence agreements

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel in 2008 and revalidated in 2014. In both cases the panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. Each module puts in to place an action plan. This may for example include making changes on the way the module is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peer. The University and the Students' Union work together to provide a full induction to the role of the student representatives.
- Each school also has its own Student Forum with student representatives; this enables wider discussions across the College and University. Student representatives are also represented on key school, college and university committees.
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.

- The University also has an annual Postgraduate Taught Experience Survey or PTES which helps us compare how we are doing with other institutions, to make changes that will improve what we do in future and to keep doing the things that you value.

Please note: This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

Copyright of University of Westminster 2016 ©

APPENDIX

Course Learning Outcomes (RTPI) mapped onto course modules for MAIPSD (Spatial Planning and Urban Resilience Pathways)		Planning in a Globalising World	International Spatial Planning Practice	Sustainable Neighbourhood Development & Mgmt	Urban Form & Growth (SP Pathway)	Planning for Urban Risk and Resilience (UR Pathway)	International Spatial Planning Field Trip	Sustainable Cities & Neighbourhoods	Planning Skills and Research Methods	Option Module	Dissertation/Major Project
<p><i>I = outcome is introduced to students here</i> <i>C = further work / consolidation of outcome is done here</i> <i>A = outcome is assessed here</i></p>											
CLO1	A critical awareness of the complexity of interrelated forces shaping spatial development, the key challenges that surround current trajectories of development across diverse contexts and scales, and the role of planning in addressing them	IA	CA	CA	IA	IA	C	IA	C	CA	CA
CLO2	An understanding of the historical and theoretical foundations of spatial planning, its context, purpose, and scope, as well as different planning roles in public, private and voluntary sectors.	IA	CA	CA	IA	IA	C	IA	C	CA	CA
CLO3	In-depth knowledge of key aspects and dimensions of sustainable development and spatial planning's contribution to the creation (and maintenance) of sustainable communities and places	IA	CA	CA	C	IA	C	IA	C	CA	CA
CLO4	Practical understanding of the plan-making and planning decision-making process and knowledge of, and expertise in, skills, techniques, strategies and methods, essential for effective working in planning practice and related professions	IA	CA	CA		IA	C	IA	I	C	CA
CLO5	An understanding of the values and ethics of working as a professional in the field of planning and develop students' ability to exercise critical thinking and independent judgement.	I	C	CA		C	C	C	I	C	CA
CLO6	An appreciation of the qualities of a reflective practitioner who sees the acquisition of knowledge and skills as a lifelong process and is able to respond – and adapt – to changing roles and contexts within the profession	I	C	CA		C	C	C	I	C	CA
CLO7	An in-depth understanding of ideas, perspectives and debates to a considerable degree of depth in one distinct area of planning.	IA	CA	CA	IA	IA	C	IA	C	CA	CA
CLO8	Detailed knowledge of analytical and research skills and the ability to apply them in practice	IA	CA	CA	IA	IA	C	IA	IA	CA	CA
CLO9	Detailed knowledge of verbal and written communication as well as presenting and negotiation skills and the ability to apply them in practice.	IA	CA	CA	C	C	C	CA	CA	CA	CA
CLO10	Detailed knowledge of project and self-management skills (e.g. setting targets, managing time and resources, working to deadlines and balancing conflicting demands) and the ability to apply them in practice	I	C	C	C	C	C	CA	I	C	CA
CLO11	Detailed knowledge of skills of reflective practice and the ability to apply them in practice	I	C	C	C	C	C	C	I	C	CA