D4B7-URP Master of Science in Urban and Regional Planning

PROGRAMME DETAILS
Programme Code: D4B7-URP
Department: Urban Studies
Main Award: MSC - Master of Science
Full Award Title: Master of Science in Urban and Regional Planning
Level: Postgraduate Taught

LOCATION OF STUDY
Edinburgh Y Scottish Borders N Orkney N
Dubai N Malaysia N Approved Learning Partner Y
Independent Distance Learners Y Collaborative Learning Partner N Other N

ASSOCIATED AWARDS
Programme Code Award Title
D4A0-ZZZ PGCERT Postgraduate Certificate in Urban Studies
D4B5-URP PGDIP Postgraduate Diploma in Urban and Regional Planning
D4B7-URP MSC Master of Science in Urban and Regional Planning

ACCREDITATION
Royal Town Planning Institute

LEARNING OUTCOMES – SUBJECT MASTERY
Understanding, Knowledge and Cognitive Skills

A critical and in-depth understanding of the nature of planning, including complex current and future issues at the forefront of both academic research and professional practice.

2. A conceptual understanding of the role that planning, planners and the professional institute play in society and governance, including principles, legal and institutional frameworks and ethical issues.

3. Knowledge of the multi-disciplinary nature of planning and the role that various actors play, including the public.

4. The complexity inherent in the concept of sustainable development and how planners can try to implement the concept.

5. How social and economic issues underpin the planning process and how planners can influence them.

6. Knowledge about historic and predicted changes in the natural and built environment and consequences for planning, including the importance of conservation.

7. The underlying principles of the development process, including development control and how the development industry works.

8. An understanding of the components of high quality urban design and how planning can strive to ensure change is
appropriate for a particular location.

9. Knowledge about influences on regional, urban and rural development issues and what effect policies can have.

10. The crucial role that transport plays in planning and vice versa.

11. How policies, plans and projects at various spatial scales are prepared and implemented.

12. An understanding of the important role of consultation and the equality of opportunity in the planning process and various methods of achieving this, valuing diversity.


14. An understanding about the critical role that business, people, project and resource management play in the planning process and how best practice can influence change for the better, both in relation to organisations and individuals.

15. In-depth understanding of one of the specialisms offered by the School: Urban Design, Environmental Policy and Management and Land and Property Markets.

Scholarship, Enquiry and Research (Research Informed Learning)

A high level of written and, for on campus students, oral reports in a variety of styles including technical and lay audiences, including the skills of focusing on key points, synthesising, making decisions, concluding and recommending actions.

2. Identification of complex planning issues, problems and aims and critical application of appropriate action, techniques and processes to address them constructively.

3. Critical appraisal (before the event) and evaluation (after the event) of complex planning policies, plans, programmes and proposals.

4. Negotiation between varying interests in a planning context.

5. High level of map and plan interpretation.

6. Evaluation of the design of the built environment from aesthetic and functional standpoints and the ability to think creatively about appropriate change in the environment.

7. Financial appraisal of complex development proposals.
8. Professional conduct and an understanding of ethics in the face of conflicting professional pressures.

9. Advanced qualitative and quantitative research into complex planning issues, applying appropriate methods.

**LEARNING OUTCOMES – PERSONAL ABILITIES**

**Industrial, Commercial and Professional Practice**

1. Ability to work on different tasks in parallel and exhibit good time management.
2. Professional job applications.
3. Personal development planning, critical reflection and continuous learning.
4. A professional approach to discharging tasks, including taking initiative, striving to deliver best value and being able to take decisions in complex and unpredictable situations.
5. Strategic and creative thinking.

**Autonomy, Accountability and Working With Others**

1. High level research skills demonstrating self direction and originality in tackling and solving problems
2. Working alone or with others to a brief and a deadline; good practice in teamwork, including multi-disciplinary teams.
3. A high level of interpersonal skills and personal responsibility

**Communication, Numeracy & Information and Communications Technology**

1. Advanced use of English.
2. A high standard of communication by written, graphic media and, for on campus students oral presentations, or a combination of these, both to specialist and non-specialist audiences.
3. Use of IT to generate and present written work; an understanding of Geographic Information Systems.
4. Use of the Internet to source information and carry out advanced research.

**APPROACHES TO TEACHING AND LEARNING**

Learning outcomes for the programme are achieved through a wide variety of teaching and learning methods. The School and Urban Studies discipline encourage teaching to be as interactive as possible. Each course uses a variety of teaching methods during classes, such as lectures, seminars, tutorials, workshops, discussion debates, field visits and case study scenarios. This variety of method is extended, where appropriate to IDL students, for example in videoing site visits and making these available with commentary through VISION. Guest speakers from professional practice focus on current practice, development issues and best practice. Notes of guest speaker input will available on VISION. The programme combines educational and vocational aims and teaching and learning is often "hands-on" and practical but also links theory and practice. On campus classes combine PT and FT students with professional practice experience with those from more recent academic background, sharing experience and learning from each other formally in class and informally through networking outside classes, particularly where group work and assignments are required.
Students are required to manage their own learning to take initiative and responsibility for themselves. There is considerable emphasis on reading and working on assessments. This can involve individuals on their own but courses may include group projects and reports for on campus students. IDL students are encouraged to use local examples as case studies. Using VISION, the programme is supported by interactive virtual learning environment. The vle provides an opportunity for students to access materials and information and communicate with course leaders and other students, for example, using news and discussion forums.

Feedback from part-time students has been particularly supportive of this approach, which is used in conjunction with the on campus learning and teaching experience. VISION will provide a strong platform and opportunities for support for distance learners.

**EDUCATIONAL AIMS OF THE PROGRAMME**

1. To develop in students, from a variety of first disciplines, comprehensive and integrated understanding of the context, nature and theory of spatial planning which pursues sustainable development, and of its application in practice, as well as knowledge in depth of a named planning specialism.

2. To educate students at postgraduate level to the point at which they are ready to undertake preparation for the Assessment of Professional Competence in planning.

3. To develop in students a high level of the personal qualities required to pursue a career in planning, including creativity, professionalism, the habit of lifelong learning and critical reflection, and a positive response to change in the workplace, the built environment and its governance.

4. To instil a respect for diversity, an appreciation of social inclusion as a goal of planning, and an awareness of the role that values and attitudes play in managing change in the built environment.

5. To develop an advanced ability to define, research and devise solutions to planning problems.

6. To take advantage of the programme's location in an urban studies discipline which includes teaching and research strengths in estate management and development, regeneration and housing, and which lies within a wider school of the built environment in Scotland, whilst also taking advantage of the wide-ranging international experience of academic staff.

**ASSESSMENT POLICIES**
D4B7-URP Master of Science in Urban and Regional Planning

There is a focus on developing knowledge and skills relevant to professional practice which is assessed by a combination of individual reports and essays, projects and field exercises. For IDL students these field exercises can be based on local sites and HWU tutors will use VISION to give briefings and guidance on the principles and resources which might be available for IDL students. The dissertation assesses higher-level research skills, critical thinking and writing capabilities.

The assessment strategy maps onto the learning outcomes required for each course but also ensures that the RTPI educational learning outcomes are met across the programme.

PROGRAMME STRUCTURE

Mandatory Courses

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<tr>
<th>Edinburgh</th>
<th>SBC</th>
<th>Orkney</th>
<th>Dubai</th>
<th>HWUM</th>
<th>IDL</th>
<th>Coll. Partner</th>
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Optional Courses

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<th>HWUM</th>
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<th>Coll. Partner</th>
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<th>Semester</th>
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<th>Course Code</th>
<th>Course Title</th>
<th>SCQF Cr</th>
<th>SCQF Lvl</th>
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COMPOSITION NOTES(PG)
D4B7-URP Master of Science in Urban and Regional Planning

8 Taught course - all mandatory (plus Research Dissertation for MSc)

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<th>Credits</th>
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AWARDS, CREDITS AND CRITERIA(PG)

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<th>Awards, Credits and Levels</th>
<th>Overall Credits</th>
<th>Specific Requirements</th>
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<td>Masters Degree</td>
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<td>180 SCQF credits including a minimum of 150 credit at Level 11</td>
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<td>Postgraduate Diploma</td>
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<td>120 SCQF credits including a minimum of 90 credit at Level 11</td>
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<td>Postgraduate Certificate</td>
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<td>60 SCQF credits including a minimum of 40 credit at Level 11</td>
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Award Requirements

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<th>Award Requirements</th>
<th>Total Course Passes</th>
<th>Overall Mark</th>
<th>Overall Grade</th>
<th>Basis of Overall Mark/Grade</th>
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<td>Master (Distinction)</td>
<td>8+Research Dissertation</td>
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<td>Credit Weighted Average greater than or equal 70% over 8 courses at grades A-C plus a Research Dissertation at grade A.</td>
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<td>Master</td>
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<td>C</td>
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<td>Credit Weighted Average greater than or equal 70% over 8 courses at grades A-C</td>
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<td>Certificate</td>
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<td>40</td>
<td>D</td>
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DURATION OF STUDY

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<th>IN MONTHS</th>
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<tr>
<td>Certificate</td>
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RE-ASSESSMENT (PG)

1. A student who has been awarded a Grade E or F in a course may be re-assessed in that course. A student who has been awarded a Grade D in a course may be re-assessed in that course in order to proceed to or be eligible to receive the award of Masters.
2. A student shall be permitted only one re-assessment opportunity in a maximum of three taught courses. The opportunity for re-assessment in four or more taught courses shall be at the discretion of the Progression Board.
3. Any further re-assessment opportunities in a course will require the approval of the Postgraduate Studies Committee.
4. A student may be permitted, at the discretion of the Progression Board, to be re-assessed in the dissertation, project or other supervised research component of the course of study.
In accordance with University Regulations, to progress to Masters level a minimum of Grade C is required