



LEEDS  
BECKETT  
UNIVERSITY

# Course Specification

## Master of Planning

Course Code: MPLAN

2022/23

# Master of Planning (MPLAN)

## Applicant Facing Course Specification for 2022/23 Undergraduate Entrants

Confirmed at 01/2022

### General Information

<b>Award</b>	Master of Planning
<b>Contained Awards</b>	Bachelor of Arts with Honours Planning (Level 6) Bachelor of Arts Planning (Level 6) Diploma of Higher Education Planning (Level 5) Certificate of Higher Education Planning (Level 4)
<b>Awarding Body</b>	Leeds Beckett University
<b>Level of Qualification and Credits</b>	Level 7 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5, 6 and 7 of the UK Credit Framework for Higher Education (480 credits in total).
<b>Course Lengths and Standard Timescales</b>	Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is confirmed below: <ul style="list-style-type: none"><li>• 4 years (full time, campus based)</li></ul>
<b>Part Time Study</b>	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence to that defined within this information set but the modules offered within each level are consistent. Please note that the work placement option is not generally available to PT students.
<b>Location(s) of Delivery</b>	City Campus, Leeds  Students are responsible for obtaining their own placement, with assistance from the University. The locations will vary, dependant on the opportunity.
<b>Entry Requirements</b>	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: <a href="https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/">https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/</a>

Admissions enquiries may be directed to:  
[AdmissionsEnquiries@leedsbeckett.ac.uk](mailto:AdmissionsEnquiries@leedsbeckett.ac.uk).

### **Course Fees**

Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to  
[Fees@leedsbeckett.ac.uk](mailto:Fees@leedsbeckett.ac.uk).

### **Timetable Information**

Timetables for Semester 1 will be made available to students during induction week via:

- i) The Student Portal (MyBeckett)
- ii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

### **Policies, Standards and Regulations ([www.leedsbeckett.ac.uk/academicregulations](http://www.leedsbeckett.ac.uk/academicregulations))**

There are no additional or non-standard regulations which relate to your course.

### **Key Contacts**

#### **Your Course Director**

Dr Andre Pusey

#### **Your Academic Advisor**

Each Student will be allocated an Academic Advisor once they commence their studies at the University. The Academic Advisor will be a member of the Planning, Housing & Human Geography Academic Staff.

#### **Your Course Administrator**

Joe Marsh - [J.M.Marsh@leedsbeckett.ac.uk](mailto:J.M.Marsh@leedsbeckett.ac.uk)

### **'In Year' Work Placement Information**

#### **Summary**

Obtaining your University degree is no longer just about turning up to lectures and passing assignments. You will have an opportunity to develop a set of skills that sets you apart from a crowd in a very challenging and crowded labour market. Your work placement is an important part of your degree course. It forms an integral component of your year 2 'Placement' module and so is assessed and credit bearing. We have an excellent network of employers who we feel would be able to offer relevant experience to help you develop employability and personal skills whilst developing understanding of the key academic content of your course. This relates to mapping, ecology, environment, planning, communities, issues of social inclusion and

the dynamics of difference and diversity. We set you up with the work placement employer, but you are free to source your own with our assistance.

The aim of the placement module is to not only develop professional or employability skills through the placement programme but also through a series of supporting taught sessions/workshops relating to CV construction, interview skills, personal and professional reflection, skills analysis and LinkedIn account set up. As everyone is different in the way they possess, perform and reflect on skills in the workplace, the work placements will enable you to recognise the skills and competencies that are required to develop a related geographical, planning or housing related career.

### **Length**

The work placements take place in semester two of year two. They last for about 70 hours (notionally two weeks full time equivalent) but can be negotiated with the employer to be a longer duration. This is normally about one full day per week but can change depending on the nature of the placement and your ongoing weekly lecture timetable which runs alongside.

### **Location**

The location of the work placement varies. Most are in or around the Leeds City-region, but some are sourced from other locations in the North of England. For some students this is helpful as they are close to home.

## **Professional Accreditation or Recognition Associated with the Course**

### **Professional Body**

Royal Town Planning Institute (RTPI)

### **Accreditation/ Recognition Summary**

Students automatically become RTPI Student Members for the duration of the course. Successful completion of this programme provides eligibility to become a Chartered Planner (on completion of Assessment of Professional Competence). Being Chartered enables advancement in the profession and carries significant status and recognition.

## **Course Overview**

### **Aims**

This is a dynamic and innovative course that aims to develop planners with a passion for place and the skills to communicate that passion, to support and engage with communities and exercise leadership across a range of disciplines.

It provides a combined spatial and specialist planning route to professional body membership and engages students in practical projects with client-based field work to develop critical reflection on the challenges and contexts of interventions in the built and natural environment.

Across four years of integrated study, students pursue both spatial and specialist learning pathways, acquiring practitioner tools and planning knowledge, and the ability to evaluate, appraise, research and articulate substantiated responses to global and local issues. They develop the design, drawing and model making skills to make plans and communicate their vision, and the specialist knowledge of development strategies, resource management and regulation needed to make well-judged and timely responses. This course aims to create planners who uphold the highest ethical standards, who champion the engagement of communities, who are sensitive to spatial inequalities and are capable of devising sustainable interventions and leading inter-disciplinary teams and making effective and timely decisions.

This course has been inspired by the recommendations of the Farrell Review of Architecture and the Built Environment (2014). The result is a course with a distinct identity that equips students to engage in contemporary spatial planning and respond to the forces that cause change in the built and natural environment. It introduces a common foundation in spatial planning from which students can develop joined-up thinking around planning specialisms. As such it provides a complementary but distinctive addition to the suite of accredited planning courses at Leeds Beckett planning school. It adds a combined route to professional membership alongside the three year spatial and one year specialist routes also offered. It applies resources developed in the specialist accredited programmes to provide depth to spatial planning education. Modules making up MPlan may be shared across accredited courses and are combined to develop particular skills sets required by an integrated course.

The learning pathways underpinning this course are designed to reflect closely the RTPi learning outcomes for a combined planning course. RTPi learning outcomes have been themed around three learning pathways of 'Spatial Planning Knowledge', 'Critical Global Contexts' and 'Practitioner Skills'. Each pathway is progressed vertically across the four levels of the course and horizontally so that connections are made between practitioner skills, planning knowledge, and the theoretical engagement and analysis that enables critical reflection and reflexive practice.

The focus of the course is on practical engagement in order to apply and develop taught skills and critical understanding. Leeds Beckett University has been teaching accredited planning courses since 1934 with its origins in Leeds School of Art. Planning courses are taught in a collaborative environment that includes an accredited MA Town & Regional Planning and accredited Masters specialist courses in Housing, Regeneration & Urban Management and Urban Design. The interdisciplinary nature of the teaching and research environment is, therefore, one which supports the dynamic required to deal with current planning challenges. Lecturing staff are active in planning research or planning practice and these interests feed into the course and contribute to the contemporary relevance of its content. Guest lecturers from private practice and statutory agencies also ensure the currency of the course.

In addition, the course presents students with the opportunity to work directly for 'clients' in their assessed work, encouraging them to engage with community groups, respond to their brief, and produce high quality plans of practical benefit to the community. The major research project at Level 6, Design & Community, and the Level 7 Sustainable Communities project provide this high level of community engagement, while students have the additional opportunity at Level 6 to benefit from a placement in a planning agency where they will gain practical insights, and may be engaged in providing assistance and support to the development of neighbourhood plans.

With its distinctive learning pathways, the Master of Planning provides a combined spatial and specialist course that develops students' capacity for creative thinking, problem solving and leadership and equips them with the skills and knowledge to plan, lead and make effective and sustainable development decisions.

### Course Learning Outcomes

At the end of the course, students will be able to:

1	Develop creative and critically substantiated responses to problems and opportunities in planning and demonstrate a commitment to reflective practice, including upholding the highest ethical standards.
2	Demonstrate a critical awareness of the social, economic, political and regulatory nature of planning and evaluate development strategies and assess the challenges of planned interventions.
3	Critically evaluate the principles and processes of design in the creation of high quality places and apply design skills in enhancing the public realm for the benefit of all in society.
4	Demonstrate the critical ability to communicate and engage effectively with communities, work in an interdisciplinary context and develop skills in advocacy, negotiation and partnership.
5	Critically evaluate the responses of planning to the challenges of sustainability and climate change and demonstrate creativity in planning sustainable interventions.

### Teaching and Learning Activities

#### Summary

The course employs a variety of teaching and learning activities, as below:

**Lectures** are used to introduce new topics and concepts and set the boundaries of the subject area. They are closely integrated with workshops, seminars and tutorials.

**Seminars** are an opportunity for students to present their own ideas for discussion by their peers and to reflect critically upon the issues exchanged and arising. They are often organised at the end of lecture sessions to reflect on or develop an aspect of the lecture theme.

**Debates** are an opportunity for students to research, reflect and present ideas critically in an engaging way. It encourages students to develop communication skills, research skills and allows students to think more deeply about their longstanding views.

**Design Studio** sessions with most design work taking place in the studio. As students develop their projects they receive feedback during studio sessions in the form of tutorials and/or group seminars plus additional presentations, as appropriate.

**Audio/visual sessions** allow students time to think abstractly about lecture content and to link subject themes to wider academic or work-based debates/discussions. These often link with seminar sessions and debates particularly well.

**Computer lab workshops** are used for the teaching of computer software packages, carried out in the University's designated computer labs.

**Tutorials** provide an opportunity for continuing discussion and dialogue between staff and individuals or small groups.

**Inter-Professional studies** with group projects, reports and presentations involving students and practitioners from a range of disciplines.

**'Live' Projects** involve carrying out specific tasks often involving field investigation, analysis, conclusions and recommendations.

**Experiential learning** and the simulation of professional practice, with student groups working with practitioners as 'clients'.

**Fieldtrips** are used either in the sense of external visits where students can gain an understanding of how, for example, regeneration projects work on the ground, or as locations for conducting fieldwork to develop competence in practical research skills, etc.

The **Placement** in Level 5 will provide a stage for work-based learning, with clear opportunities for developing employability skills.

## Your Modules

This information is correct for students progressing through the programme within standard timescales. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Level 4			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Introduction to Planning (20 credits)	Y	City & Society (20 credits)	Y
Sustainable Places (20 credits)	Y	Designing for People and Place (20 credits)	Y
Exploring Place (20 credits)	Y	Placemaking (20 credits)	Y

Level 5			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)

Level 5			
Work and Employability Skills (10 credits)	Y	Work and Employability Skills (10 credits)	Y
Development of Planning Thought (20 credits)	Y	Design Detail (20 credits)	Y
International Fieldtrip (10 credits)	Y	Design in the Urban Environment (20 credits)	Y
Housing Markets (20 credits)	Y	Urban Design (20 credits)	Y

Level 6			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Planning Policy & Practice (20 credits)	Y	Inter-professional Studies (20 credits)	Y
Design & Community 1 (20 credits)	Y	Heritage and Conservation (20 credits)	Y
Community & Neighbourhood Planning (20 credits)	Y	Housing Policy (20 credits)	Y

Level 7			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Planning and Making Spatial Strategies (20 credits)	Y	Managing Places & Spaces (20 credits)	Y
Research Methods (20 credits)	Y	Sustainable Communities (20 credits)	Y
Dissertation Client-Based Project (40 credits total)	Y	Dissertation Client-Based Project (40 credits total)	Y

*The option modules listed are indicative of a typical year. There may be some variance in the availability of option modules.*

### **Assessment Balance and Scheduled Learning and Teaching Activities by Level**

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and

confirmed as representative by the Course Director but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

### Assessment

Level 4 is assessed by coursework predominantly, with some practical assessments.

Level 5 is assessed by coursework predominantly, with some practical assessments and examinations.

Level 6 is assessed by coursework predominantly, with some practical assessments.

Level 7 is assessed by coursework predominantly, with some practical assessments.

### Workload

Overall Workload	Level 4	Level 5	Level 6	Level 7
Teaching, Learning and Assessment	299.5 hours	277 hours	179 hours	179 hours
Independent Study	900.5 hours	923 hours	1021 hours	1021 hours

### Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

### Student Services

If you have any questions about life at University, call into our Student Services Centre at either campus or contact Student Advice directly. This team, consisting of trained officers and advisers are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. They also work on a wide range of projects throughout the year all designed to enhance your student experience and ensure you make the most of your time with us. Student Advice are located in the Student Services Centre in the Leslie Silver Building at City Campus and on the ground floor of the Priestley Building at Headingley Campus. The team can also be contacted via email at [studentadvice@leedsbeckett.ac.uk](mailto:studentadvice@leedsbeckett.ac.uk), telephone on 0113 812 3000, or by accessing our online chat link, available on the student homepage.

### Support and opportunities

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.