

<b>Module Title</b>	Professional Profile
<b>Course Title</b>	PG Dip The Chartered Town Planner MA Chartered Town Planner MA Chartered Town Planner (Urban Design)
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input checked="" type="checkbox"/> LSS
<b>Division</b>	UELS
<b>Parent Course (if applicable)</b>	PG Dip The Chartered Town Planner
<b>Level</b>	7
<b>Module Code (showing level)</b>	
<b>JACS Code (completed by the QA)</b>	
<b>Credit Value</b>	20 credit points
<b>Student Study Hours</b>	Off-the-job hours comprise: <ul style="list-style-type: none"> <li>• Contact hours: 9</li> <li>• Work mentor contact: 15</li> <li>• Student Managed Tasks 81</li> </ul> <p>In addition, the module requires:</p> <ul style="list-style-type: none"> <li>• Independent study hours 95</li> </ul>
<b>Pre-requisite Learning</b>	None
<b>Co-requisites</b>	None
<b>Excluded combinations</b>	None
<b>Module co-ordinator</b>	Name:  Email:
<b>Short Description (max. 100 words)</b>	The module facilitates the student to consolidate and reflect upon their knowledge, skills and behaviours developed through their study at Level 4 – 6, or in previous periods of study and employment in planning related environments. It encourages the student to plan for their future professional development.
<b>Aims</b>	To aid students to continue to develop their personal, reflective, development plans and to support student to begin to plan for their End Point Assessment. The module will give students the opportunity to prepare for their portfolios for their EPAs and undertake mock Vivas of their knowledge, skills and behaviours development.

	<p>To support students to consider how they develop their specialism once they have completed their apprenticeship including developing their CPD plan.</p> <p>To equip students with mutual support networks with their peers to support their ongoing professional development.</p>
<b>Learning Outcomes (4 to 6 outcomes)</b>	<p>At the end of the module students will be able to</p> <ol style="list-style-type: none"> <li>1. Reflect upon and analyse their continuing need for developing general and specialist planning knowledge;</li> <li>2. Reflect upon and analyse their continuing need for developing interpersonal skills;</li> <li>3. Critically analyse their professional development needs, especially in relation to passing the EPA including the preparation of case examples of where these skills and behaviours have been put into practice</li> <li>4. Present a Continuing Professional Development Plan to guide their life-long learning</li> </ol>
<b>Employability</b>	<p>The module will enable students to take a longer term view of their careers as professional planners by:</p> <ul style="list-style-type: none"> <li>• preparing them for their EPA, licentiate and full membership of the RTPI</li> <li>• developing a short, medium and long term personal and career development plan</li> </ul>
<b>Teaching and learning pattern</b>	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p><input checked="" type="checkbox"/> Lectures and practitioner presentations</p> <p><input checked="" type="checkbox"/> Group Work</p> <p><input checked="" type="checkbox"/> Seminars                      <input checked="" type="checkbox"/> Tutorial</p> <p><input type="checkbox"/> Laboratory                      <input type="checkbox"/> Workshops</p> <p><input type="checkbox"/> Fieldwork</p> <p><input type="checkbox"/> Practical                      <input checked="" type="checkbox"/> VLE Activities</p> <p>This module will require fortnightly discussions via the VLE and/or Skype for Business, between which students will be expected to spend time collecting and analysing examples, cases, and data that demonstrate the nature of their engagement with the fortnight's discussion topic. as well as three touch-points (beginning middle and end) of the semester where students will come to University for formal inputs from lecturing staff, members of the RTPI and/or local branches and senior planning professional.</p>
<b>Indicative content</b>	<p>Frequent discussions reflecting on challenges faced, advice sought and actions taken in developing their personal and professional skills, knowledge and behaviours including:</p> <ul style="list-style-type: none"> <li>• How far they were able to implement the PDP plan from Level 4 and what barriers they faced</li> <li>• Which skills they were able to develop most – why and how</li> </ul>

	<ul style="list-style-type: none"> <li>• Which skills and behaviours are proving the most difficult to tackle – why and how; how others have addressed this</li> <li>• Which skills are most important in the main situations faced by professional planners, and how to adapt to different situations</li> <li>• Ethical challenges faced and how they were tackled</li> <li>• How they have tackled issues of diversity, inclusiveness and equality in their work to date</li> <li>• Issues with being managed and relations with their manager</li> <li>• Managing upwards – dealing with managers, councillors and major stakeholders</li> <li>• Career and CPD planning</li> </ul> <p>Guest lecturers / webinars from the RTPI local networks and education committee, alumni</p>
<p><b>Assessment method (Please give details – of components, weightings, sequence of components, final component)</b></p>	<p><b>Formative assessment:</b> Presentation of personal and professional skills developed to date and proposals for the future in the context of PDP submitted in Level 4 or if Level 7 entry reflection on their current personal and professional skills and behaviours</p> <p><b>Summative assessment:</b> Reflective portfolio: including description, analysis and case studies of skills, knowledge and behaviours developed since Level 4 and a PDP for the next two years including a Continual Professional Development programme (5,000 words, 100%)</p>
<p><b>Indicative Sources (Reading lists)</b></p>	<p>Clifford, B and Mark Tewdwr-Jones, M ( 2013) <i>The collaborating planner?: Practitioners in the neoliberal age</i>. Oxford OUP</p> <p>Megginson, D and Whitaker, V (2007 2<sup>nd</sup> ed.) <i>Continuing professional development</i> London. Chartered Institute of Personnel and Development.</p> <p>RTPI (2017) <i>Ethics and Professional Standards Practice Advice</i>. London RTPI</p> <p>RTPI (2017) <i>Continuing Professional Development Practice Advice</i>. London. RTPI</p> <p>RTPI (2016) <i>RTPI Code of Professional Conduct</i> London. RTPI</p> <p>Sheppard, A and Smith, N (2013) <i>Study Skills for Town and Country Planning</i> London. Sage</p>
<p><b>Other Learning Resources</b></p>	<p>The University's Moodle Virtual learning Environment (VLE) is a key portal for on-line access to additional resources and tutor dialogue.</p>

<b>Aims</b>	<p>The module aims to provide students with an understanding of the processes that shape places and an introduction to the skills that they will need to effectively contribute to urban design in the context of urban planning and development.</p> <p>Through focussing on the design process the module also aims to give students confidence and skill in putting forward ideas for the design and development of sites in a way that is credible and contextually appropriate. This will be supported by the teaching of relevant computer-aided design skills.</p>
<b>Learning Outcomes (4 to 6 outcomes)</b>	<p>At the end of the module a student will be able to</p> <ol style="list-style-type: none"> <li>1. Describe the basic principles of urban design and its operation in the planning system</li> <li>2. Discuss and analyse the issues to consider in the creation of pleasant and user friendly places</li> <li>3. Assemble and collate information about sites and their development</li> <li>4. Present their ideas in written and graphic form</li> <li>5. Use computer aided-design skills to create 2D and 3D plans</li> <li>6. To present a outline project management plan outlining key tasks and milestones</li> </ol>
<b>Employability</b>	<p>Students successfully completing this module will be able to demonstrate that they are able to practise the basics of urban design in the context of the planning system and will be better equipped to work in this fields.</p> <p>The module will also allow students to develop other skills that are valued in the workplace, such as computer-aided design skills and the ability to work as part of a team.</p>
<b>Teaching and learning pattern</b>	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p> <input checked="" type="checkbox"/> Lectures            <input checked="" type="checkbox"/> Group Work:  <input type="checkbox"/> Seminars            <input checked="" type="checkbox"/> Tutorial:  <input type="checkbox"/> Laboratory           <input type="checkbox"/> Workshops  <input type="checkbox"/> Practical             <input type="checkbox"/> VLE Activities </p> <p>The module will centre around a site based project and much of the teaching time will be in small group sessions with a design tutor discussing and developing ideas for the site; some of these sessions will take place in the form of site visits. There will also be lectures which will cover the basic material of urban design, central to 'place making'.</p>
<b>Indicative content</b>	<p>Lectures will introduce the subject matter of the module to students and provide a clear outline of key themes and relationships of urban design to the arts, society, development process, technologies and the elemental world of earth, air, water and sunlight. Through the project work the module will also cover: appraisal of the character of the site and its</p>

	<p>context, the interpretation of the various pressures and constraints on the future of the site and the way in which these are resolved into a coherent 'vision' for the site. The project will not require detailed financial appraisal nor will it require detailed architectural design but the ideas that are put forward will need to be sensitive to the feasibility of the development and the way in which it responds to the community regeneration and environmental agendas for the area.</p>
<p><b>Assessment method (Please give details – of components, weightings, sequence of components, final component)</b></p>	<p>Formative assessment: 'Crits' - where work in progress is formally presented and reviewed - and discussion with tutors and colleagues of work in progress are an essential part of the learning process. Class exercises will help students develop computer-generated design skills.</p> <p>Summative assessment: The module will be assessed by two pieces of coursework:</p> <ul style="list-style-type: none"> <li>• Coursework 1: an historical and analytical report - how has the place evolved, what is its form and character, its constraints and opportunities. This will be delivered by students working in small groups (2500 words or equivalent) (50%)</li> <li>• Coursework 2: Report; this poses the question what will this place become, how might it change and in what form, and will require imaginative and future orientated practical vision and expression. The report should include an outline project management plan with key tasks and milestones. This will be prepared by each student (2500 words or equivalent) (50%)</li> </ul>
<p><b>Indicative Sources (Reading lists)</b></p>	<p>Adams, D. and Tiesdell, S., (2012) <i>Shaping Places: Urban Planning, Design and Development</i>. Routledge.</p> <p>Carmona, M., Heath, T., Oc, T. and Tiesdell, S., (2012) <i>Public places-Urban spaces</i>. Routledge.</p> <p>Carmona, M. and Wunderlich F. (2012) <i>Capital Spaces. The multiple complex public spaces of a global city</i>, Routledge, London</p> <p>Farr, D. (2008) <i>Sustainable Urbanism: Urban Design With Nature</i>, John Wiley and Sons, Hoboken.</p> <p>Firley, E. and Grön, K., (2014). <i>The Urban Masterplanning handbook</i>. John Wiley &amp; Sons.</p>
<p><b>Other Learning Resources</b></p>	<p>The University's Moodle Virtual learning Environment (VLE) is a key portal for on-line access to additional resources and tutor dialogue.</p>