

<b>Module Title</b>	Transitioning Into Practice
<b>Course Title</b>	PG Dip Town and Country Planning MA Town and Country Planning
<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>	MA Town and Country Planning
<b>Level</b>	7
<b>Module Code (showing level)</b>	UEL_7_TIP
<b>JACS Code (completed by the QA)</b>	
<b>Credit Value</b>	20 credit points
<b>Student Study Hours</b>	Contact hours: 36 Student Managed Learning Hours 164
<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 will facilitate the student's transition from developing knowledge and academic skills towards becoming professional planners. The module will include guest lectures from practitioners and student-led seminars, allowing students to: explore the current challenges facing the profession; identify and develop ways forward to grapple with the ethical implications of planning; and to develop their areas of specialism. In doing so, the module will enable students to develop with Personal Development Plans (PDPs) and plan for their Continuing Professional Development including preparing for their Accreditation of Professional Competence (APC). .
<b>Aims</b>	To aid the students to: <ul style="list-style-type: none"> <li>• transition into practice by ensuring they are up to date with the latest planning issues</li> <li>• start preparing for their APC</li> <li>• prepare a their PDPs by logging their knowledge, skills and behaviours development and identifying CPD required to fill any gaps or to further their knowledge</li> </ul>

	<ul style="list-style-type: none"> <li>to equip students with mutual support networks with their peers to support their ongoing professional development.</li> </ul>
<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>Critically analyse the latest planning issues and policy and practice proposals associated with them;</li> <li>Reflect upon and analyse their continuing need for developing general and specialist planning knowledge;</li> <li>Reflect upon and analyse their continuing need for developing interpersonal skills and professional behaviours;</li> <li>Critically analyse their professional development needs, especially in relation to passing the APC including the preparation of case examples of where skills and behaviours have been put into practice</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 APC, 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  <input checked="" type="checkbox"/> Group Work  <input checked="" type="checkbox"/> Seminars      <input checked="" type="checkbox"/> Tutorial  <input type="checkbox"/> Laboratory      <input type="checkbox"/> Workshops  <input type="checkbox"/> Fieldwork  <input type="checkbox"/> Practical      <input checked="" type="checkbox"/> VLE Activities</p> <p>This is a class-based module of guest lectures and student led seminars and workshops that requires, in the second half, the student to prepare their PDPs and CPDs through reflection of their skills, knowledge and behaviours and practice in the real world.</p>
<b>Indicative content</b>	<ul style="list-style-type: none"> <li>Guest lectures on contemporary issues in planning</li> <li>Data collection and collation re PDP planning</li> <li>Student led seminars self-selected specialism case studies and topics</li> <li>Career and CPD planning</li> <li>Engagement with the RTPI local networks and education committee, alumni and young planners networks</li> </ul>
<b>Assessment method (Please give details – of components, weightings, sequence of</b>	<p>Formative assessment: Seminar papers and discussions</p> <p>Summative assessment:</p>

<b>components, final component)</b>	Reflective portfolio: including description, analysis and of relevant case studies of skills, knowledge and behaviours; a PDP for the next two years including a Continual Professional Development programme (equivalent to 5,000 words, 100%)
<b>Indicative Sources (Reading lists)</b>	<p>Clifford, B and Mark Tewdwr-Jones, M ( 2013) <i>The collaborative planner?: Practitioners in the neoliberal age</i>. Oxford OUP</p> <p>Meggison, 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>
<b>Other Learning Resources</b>	The University's Moodle Virtual learning Environment (VLE) is a key portal for on-line access to additional resources and tutor dialogue.