



University of Dundee

**School of Social and Environmental Sciences
Town and Regional Planning**

**UNDERGRADUATE
STUDENT HANDBOOK**

Session 2008-2009

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Introduction

Town and Regional Planning offers the following undergraduate degrees: MA (Honours) Town and Regional Planning, MA (Honours) Environmental Sustainability, MA (Honours) Geography and Planning, MA (Honours) in Spatial Economics and Development, and MA (Honours) in Transatlantic Studies and Planning, and MA (Honours) Environmental Management. We also provide two postgraduate degrees – MSc in European Urban Conservation and MSc in Spatial Planning, and are also major contributors to two distance learning degrees, MA Planning in Town and Country Planning and MSc in Local and Regional Economic Development.

This handbook offers introductory advice on the operation of the degree programmes and the School. It offers some guidance on academic work, and what is expected. Aspects specific to each programme are given first and this is followed by an outline of School and University operations applicable to all programmes. However, it does not supersede the regulations of the University with which you are expected to be familiar. You will find a copy of the degree programme regulations on the University website.

THE DEGREE PROGRAMMES

[1] MA (Hons) Town and Regional Planning

Aims

- i) To provide knowledge and understanding of the nature of society, the dimensions of the natural and built environment, the causes of problems which planners tackle and the effects of different courses of action.
- ii) To provide knowledge and understanding of the legal basis for planning action and sound practice in the methods and techniques which can be used to determine and implement policies.
- iii) To develop students' skills in study techniques, numeracy, design, communication and computing.
- iv) To raise student awareness of the functions of a democratic society, issues of equal opportunity, the diversity of cultural backgrounds and the ethics of professional practice.
- v) To encourage creative responses to a rapidly changing world in which economic development and job creation are as important to the planning function as the concerns of conservation, land allocation and development control.
- vi) To promote the ability to think clearly, to reason logically and to undertake systematic research.
- vii) To develop skills in collective group working to achieve prescribed tasks as well as fostering individual learning.
- viii) To provide opportunities for specialised studies based on the foundation of core knowledge and skills.

Programme Structure

The structure of the degree is shown in the diagram on Page 5.

Students will study the following modules in their respective years.

Year 1	TP11001 Planning Perspectives, TP12002 Design and the Environment, TP11003 Sustainable Development and the Environment 1, TP12004 Countryside Planning and Management, plus two other approved modules.
Year 2	TP21001 Design and Development, TP22002 Planning Theory and Practice, TP21009 Management in the Built and Natural Environment, TP22004 Introduction to Environmental Law, plus 2 other approved modules. Level 1 and 2 modules are each worth 20 SCOTCAT points.
Year 3	TP31001 Territorial Planning and Development, TP31002 Planning Law and Practice, TP32003 European Spatial Planning, plus one other Level 3 module.
Honours	TP41001 Critical Planning Agendas, TP42011 Dissertation, plus two other Level 4 modules.

Each of the above Level 3 and 4 modules is worth 30 SCOTCAT points and will count towards the Honours classification.

[2] MA (Hons) Environmental Sustainability

Aims

- i) To develop student knowledge and understanding of the various forms of environmental management and science; the force of public participation and availability of information which combine to provide better-informed decisions.
- ii) To provide a stimulating and supportive learning environment in which students are able to fulfil their educational potential in a way which enhances their employment prospects and contributes positively to their personal and social development.

Programme Structure

The structure of the degree is shown on Page 6.

Year 1	TP11003 Sustainable Development and the Environment; TP12004 Countryside Planning and Management; EV11001 The Physical Environment; EV12002 Environments for Life plus 2 others
Year 2	TP21009 Management for Built and Natural Environments; TP22004 Introduction to Environmental Law; EV21001 Management and Monitoring; EV22002 Mechanisms and Measurements plus 2 others
Year 3	TP32009 Business, Law and the Environment; TP32004 Environmental Assessment and Sustainability Appraisal; GE30008 Theory, Methods and Practice; EV32002 Environmental Geoscience or another approved option.
Year 4	EV41002 Environmental Resource Management, either TP42001 Dissertation or EV41003 Field and Research Project; plus 2 approved modules from ES or TRP.

[3] MA (Hons) in Spatial Economics and Development

Aims

The joint degree in Spatial Economics and Development will examine economic structures and processes applied in particular to environmental matters allied to land use planning and policy alongside social and community considerations. The programme will utilise the many important examples within the Dundee hinterland of site regeneration and renovation projects such as: the conversion of derelict land to commercial and recreational use; new measures for 'green tourism' and innovative schemes for revitalising rural communities. The challenge for students will be to fully examine sustainable development and to engage with the many challenges that face professionals engaged in promoting economic activity, whilst safeguarding the environment.

Programme Structure

The structure of the degree is shown in the diagram on Page 7.

Students will study the following modules in their respective years.

Year 1	TP11001 Planning Perspectives, TP12002 Design and the Environment, EC11002 Global Economic Perspectives, EC12003 Foundations of Economic Analysis
Year 2	TP21001 Design and Development, TP22002 Planning Theory and Practice, EC21001 Microeconomics, EC22002 Macroeconomics and Economic Statistics Each of the above modules has a SCOTCAT weighting of 20 points
Year 3	TP31001 Territorial Planning and Development + 1 other TRP Level 3 Module and 2 Economics Level 3 approved Modules
Honours	TP41011 Dissertation or EC40013 Dissertation, plus three Level 4 options from TRP/Economics An approved Dissertation in either economics or planning may replace an option in Level 4, provided that the topic and methodology are acceptable to the relevant department Each of the above Level 3 and 4 modules is worth 30 SCOTCAT points and will count towards the Honours classification

[4] MA (Hons) Geography and Planning

Aims

The joint degree in Geography and Planning will place an emphasis on the examination of change and development in the environment. The focus will concentrate on environmental matters allied to land use planning and policy, social, community and economic considerations. The programme will make use of the city and its hinterland in the provision of opportunities for students to gain first class hand experience of the challenges that face environmental professionals.

Programme Structure

The structure of the degree is shown in the diagram on Page 8.

Students will study the following modules in their respective years.

Year 1	TP11001 Planning Perspectives, TP12002 Design and the Environment, GE11001 A World in Crisis? Population and Environment, GE12002 A World of Plenty? Development and Resources.
Year 2	TP21001 A Design and Development, TP22002 Planning Theory and Practice, GE21001 Dynamic Human Worlds: Society, Culture, Economy, GE22002 Dynamic Physical Worlds: Earth, Water and Ice Each of the above modules is worth 20 SCOTCAT points
Year 3	TRP31001 Territorial Planning and Development + one other TRP Level 3 Module and 2 Geography Level 3 approved Modules
Honours	TP42011 Dissertation or GE41006 Dissertation, plus three Level 4 options from TRP/Geography The dissertation undertaken in fourth year will be jointly supervised and will build on Level 3 core modules in Geography and Town and Regional Planning: Theory, Methods and Practice and Planning Law and Practice. It is designed to integrate geographical and planning components within the curriculum and provide the student with the opportunity of developing a major independent piece of research. Each of the above Level 3 and 4 modules is worth 30 SCOTCAT points and will count towards the Honours classification

Associated Features of the MA in Geography and Planning

Students studying the Joint Degree in Geography and Planning will have the opportunity to take an overseas Field Visit in the Level 3. The degree is structured to allow for consideration by the Royal Town Planning Institution for full accreditation where a student who, on completion of the MA Degree, then takes a one year postgraduate conversion course in Town Planning

[5] MA (Hons) Transatlantic Studies and Planning

Aims

- i) Within the context of interdisciplinary study, to enable students to develop their knowledge and understanding of history, politics, literature and culture, geography, economics and international relations in a comparative context of transatlanticism that embraces Europe and the Americas.
- ii) To provide students with a learning environment with a strong focus on a wide range of topics, including highly contemporary ones, enriched by staff research activity.
- iii) To provide students with a broad understanding and with generic skills of study, oral and written communication, teamwork, and basic research competence suitable for a wide range of careers, such as journalism, education, civil service, research and NGO appointments.

Programme Structure

The structure of the degree is shown in the diagram on Page 9.

Students will study the following modules in their respective years.

Year 1	TP11001 Planning Perspectives, TP12002 Design and the Environment, AG12024 The Changing World Order
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Year 2	TP21001 Design and Development, TP22002 Planning Theory and Practice, PO21001 International Relations Each of the above modules is worth 20 SCOTCAT points
Year 3	TP31001 Territorial Planning and Development, PO32003 The Politics of Transatlantic Relations plus one other approved Level 3 module from Town and Regional Planning and one from Transatlantic Studies
Honours	Two approved Level 4 Town and Regional Planning Options and two approved Level 4 Transatlantic Studies Options Each of the above Level 3 and 4 modules is worth 30 SCOTCAT points and will count towards the Honours classification

[6] MA (Hons) Environmental Management

Aims

The degree programme offers a broadly based degree in environmental management based on the expertise available within the Town and Regional Planning. Its principal objective is to produce graduates capable of managing resources in a sustainable manner, who are competent in applying the principles and practice of environmental decision-making. Environmental management examines the manner in which the processes of environmental change interact with human activities. Of major concern, therefore, are the demands we place on environmental resources as inputs to the economic system - the natural resources we use for food, energy and other needs, as outputs of the system - the use we make of the environment for leisure and recreation, and as by products from the system - pollution and the disposal of wastes.

The degree has been fully accredited by the Institute of Environmental Management and Assessment (IEMA) and graduates who gain a 2:2 Honours award and above, will automatically be given Associate member status on becoming members of the Institute after graduation.

Programme Structure

The structure of the degree is shown in the diagram on Page 10.

Students will study the following modules in their respective years.

Year 3	TP32009 Business, Law and the Environment; TP32004 Environmental Assessment and Sustainability Appraisal; plus 2 other approved modules
Year 4	TP42001 Dissertation; plus 3 approved modules from TRP or ES.

Each of the above Level 3 and 4 modules is worth 30 SCOTCAT points and count towards the Honours classification.

MA (HONS) TOWN AND REGIONAL PLANNING

1	2	3	4
<p>TP1101 Planning Perspective</p>	<p>TP21001 Design and Development</p>	<p>TP31001 Territorial Planning and Development</p>	<p>TP41001 Critical Planning Agendas</p>
<p>TP12002 Design and the Environment</p>	<p>TP22002 Planning Theory and Practice</p>	<p>TP31002 Planning Law and Practice</p>	<p>TP42011 Dissertation</p>
<p>TP11003 Sustainable Development and the Environment</p>	<p>TP21009 Management in the Built and Natural Environments</p>	<p>TP32003 European Spatial Planning</p>	<p>2 Other approved Options</p>
<p>TP12004 Countryside Planning and Management</p>	<p>TP22004 Introduction to Environmental Law</p>	<p>1 approved Option</p>	
<p>PLUS 2 modules from</p>	<p>PLUS 2 modules from</p>		
<p>GE11001 A World in Crisis? and GE12002 A World of Plenty?</p>	<p>GE21001 Dynamic Human Worlds and GE22002 Dynamic Physical Worlds</p>		
<p>EC 11002 Global Economic Perspectives and EC12003 Foundations of Economic Analysis</p>	<p>EC21001 Microeconomics and EC22002 Macroeconomics</p>		
<p>EV11001 The Physical Environment and EV12002 Environment for Life</p>	<p>EV21001 Management/Monitoring and EV22002 Mechanisms/Measurements</p>		

MA (HONS) ENVIRONMENTAL SUSTAINABILITY

1

TP11003 Sustainable Development and the Environment
EV11001 The Physical Environment
EV12002 Environments for Life
TP12004 Countryside Planning and Management
Plus 2 other Modules

2

TP21009 Management in the Built and Natural Environments
TP22004 Introduction to Environmental Law
EV21001 Management and Monitoring
EV22002 Mechanisms and Measurements
Plus 2 other Modules

3

TP32009 Business, Law and the Environment
TP32004 Environmental Assessment and Sustainability Appraisal
GE30008 Theory, Methods and Practice
EV32002 Environmental Geoscience or another approved Modules

4

EV41002 Environmental Resource Management
TP42001 Dissertation OR EV41003 Field and Research Project Plus 3 other Modules
Plus 2 other approved Modules including EV32002 Environmental Geoscience if not taken in year 3

MA (HONS) IN SPATIAL ECONOMICS AND DEVELOPMENT

1	2	3	4
<p>TP1101 Planning Perspectives</p>	<p>TP21001 Design and Development</p>	<p>TP31001 Territorial Planning and Development + 1 TRP Level 3 Module, plus</p>	<p>TP42011 Dissertation, or EC40013 Dissertation</p>
<p>TP12002 Design and the Environment</p>	<p>TP22002 Planning Theory and Practice</p>	<p>2 Economics Level 3 Modules</p>	
<p>EC11002 Global Economic Perspectives</p>	<p>EC21001 Microeconomics</p>		<p>3 approved Options from TRP/Economics</p>
<p>EC22002 Foundations of Economic Analysis</p>	<p>EC22002 Macroeconomics and Economic Statistics</p>		
<p>2 other approved Modules</p>	<p>2 other approved Modules</p>		

An Approved Dissertation in either economics or planning may replace an option in Level 4, provided that the topic and methodology are acceptable to the relevant department.

MA (HONS) GEOGRAPHY AND PLANNING

1	2	3	4
<p>TP1101 Planning Perspectives</p>	<p>TP21001 Design and Development</p>	<p>TRP31001 Territorial Planning and Development + TRP Level 3 Modules, plus</p>	<p>TP42011 Dissertation, or</p>
<p>TP12002 Design and the Environment</p>	<p>TP22002 Planning Theory and Practice</p>	<p>2 Geography Level 3 Modules</p>	<p>GE41006 Dissertation, plus</p>
<p>GE11001 A World in Crisis? Population and Environment</p>	<p>GE21001 Dynamic Human Worlds: Society, Culture, Economy</p>		<p>3 approved Options from TRP/Geography</p>
<p>GE12002 A World of Plenty? Development and Resources</p>	<p>GE2202 Dynamic Physical Worlds: Earth, Water and Ice</p>		
<p>2 Other approved Modules</p>	<p>2 Other approved Modules</p>		

The dissertation undertaken in Honours will be jointly supervised and will build on Level 3 core Modules in Geography and Town and Regional Planning: Theory, Methods and Practice, and Planning Law and Practice. It is designed to integrate geographical and planning components within the curriculum and provide the student with the opportunity of developing a major independent piece of research.

MA (HONS) TRANSATLANTIC STUDIES AND PLANNING

1

TP1101 Planning Perspectives
TP12002 Design and the Environment
AG12024 The Changing World Order
3 Other approved Modules

2

TP21001 Design and Development
TP22002 Planning Theory and Practice
PO21001 International Relations
3 Other approved Modules Recommended: EU21001 or AM21001 or AM22002

3

TRP31001 Territorial Planning and Development
PO32003 The Politics of Transatlantic Relations
1 approved TRP module
1 approved TS module

4

2 approved Level 4 Town and Regional Planning Options
2 approved Level 4 Transatlantic Studies Options

MA (HONS) ENVIRONMENTAL MANAGEMENT

3

TP32009 Business, Law and the Environment
TP32004 Environmental Assessment and Sustainability Appraisal
Plus 2 other approved modules

4

EV41002 Environmental Resource Management
TP42011 Dissertation
Plus 2 other approved modules

METHODS OF TEACHING

Lectures

A variety of teaching methods are used including lectures, practical work and seminars. At the beginning of each module the lecturer will place an outline of the module content together with a reading list which distinguishes between essential and recommended reading on the appropriate MyDundee site. Few modules have one standard text, and considerable use is made of articles in academic and professional journals. **You are expected to read widely and can expect to be examined on the content of the essential readings for which the lectures are an introduction and a guide.**

Practical Work

Practical work is broadly defined to include projects, studio exercises, field visits, workshops, essays, seminars and tutorials. The purpose of practical work is to allow you to develop skills and to apply knowledge gained from lectures and seminars. In Years 1, 2 and 3 a significant proportion of the practicals undertaken centre on studio based projects, while in Honours greater emphasis is placed on seminars, essays and tutorials. You will find that practical work is a particularly useful medium for integrating knowledge and understanding derived from a number of lecture courses

At the beginning of each project the lecturers concerned will prepare a handout explaining in detail the aims of the project, the nature of the work to be undertaken, the sources of data (if required) and the schedule for completion. This will be placed on MyDundee.

A notional number of staff-student contact hours are given for each project on the timetable. In some cases the projects will be completed during these contact hours, but for most others, students will be expected to complete the work for submission on a specified later date.

You are required to attend fully and punctually all practical work sessions. Staff cannot normally be expected to be available for advice outside the time-tabled contact hours.

Seminars

Seminars offer the opportunity for a deeper consideration of material covered in lectures. They are an important means of teaching particularly in the later years of the degree programme. The number of students in seminar groups will normally be limited and the lecturer concerned will expect all students to contribute actively to the proceedings.

In some modules oral and visual presentations are assessed as part of the coursework. Topics for discussion, submission dates and, when appropriate, reading will be communicated to you well in advance.

Study Visits

Study visits may be run in Years 1, 2 and 3. The location, length and nature of these excursions depends both upon the role intended for them in relation to the year's work, and upon the financial resources available in each academic year.

The School's finances are insufficient to meet the full cost of study visits and students may be expected to contribute towards a share of the costs. You will be informed well in advance (by the relevant study visit leader) of the likely costs.

Residential study visits will not be possible for Years 1 or 2 but there will be one for students studying TP32003 European Spatial Planning.

Research Dissertation

Final Year students on most degree programmes are required to undertake a dissertation which counts as one paper in the Final Honours Assessment. The dissertation gives you experience in undertaking systematic research and presenting the findings in written form. Detailed advice notes about choosing a topic, understanding the work and the form of the final presentation will be given. For the purposes of this piece of work you are allocated a staff supervisor.

STUDENT WORK

English Support for International Students

If English is not your first language, you are likely to encounter certain problems in the course of your studies. Most obviously, these will be in the four language skills of listening, speaking, reading and writing. There is, however, an extra layer of difficulty, arising from the fact that you will now have to use English in an *academic* context. In many cases, English has two or more perfectly good ways of saying the same thing, but only one of them is suitable for academic discourse. In addition, there is what might be called the academic culture of English-speaking countries. This is related to questions such as achieving the appropriate balance between data you have been given on the one hand, and your own original thoughts on the other; or about how much you can expect your teachers to do for you, and how much they expect you to do for yourself.

The Centre for Applied Linguistic and Language Studies (CALLS) runs a programme of English Support classes for students whose first language is not English. These are English Language classes, but the English that is taught is primarily the academic kind, and many lessons deal with questions of academic culture as well. Most of the classes are for either undergraduates only or postgraduates only, and each class takes into account the differing requirements of UG and PG study.

There is no charge to students for these classes. All you have to do to qualify is take a placement test. Times and places for the tests can be obtained from the Reception Office at Caird House (opposite the Tower Building), or by sending an email to the Programme Co-ordinator, Mark O'Reilly (m.oreilly@dundee.ac.uk). You can read more information about the programme on the CALLS web page: <http://www.dundee.ac.uk/languagestudies/EFL/EnglishSupportstudentinfo.htm>

Private Study

The various lecture courses involve a great deal of self-directed study including reading. It is important that you spread this load over the year and it is assumed that you will spend **at least 15 hours per week** on private study. You are advised to make a sensible personal timetable which includes time for reading, and adhere to it. Time management of this sort is an essential part of a Degree programme. You are advised to consult the following books, which provide a good basis for developing the necessary study techniques:

Northedge A (1990) *The Good Study Guide*, the Open University
or Casey F (1993) *How to Study: A Practical Guide*, Macmillan, Basingstoke.

Lecturers in charge of modules will offer advice about reading, essay writing, the use of graphics and the preparation for exams. Apart from formal contact hours, members of staff will offer certain times of the week when they are available for consultation.

Presentation Format

All written presentations should be made on A4 paper and the first page should list the following information: Module Code and Title; Title of Essay/Paper/Report; Your Name; Year 1, 2, 3 or 4; Date of Submission; Name of Staff Member responsible.

You must use the Harvard system of referencing for all work and conform to any other special requirements for a particular piece of work.

Submission Procedure

Students will submit their work to the box outside the Town and Regional Planning office. Cover sheets are available from TRP website for this purpose. You should submit two copies of coursework, ie essays and reports (one copy of wallboards, videos and other presentation type material will be sufficient).

Late Submissions

The dates of submission for every piece of work will be clearly stated and must be adhered to except where a special dispensation has been granted by the Head of Town and Regional Planning in exceptional circumstances. The penalty to be imposed is for 1 grade to be deducted per day for 5 days (including weekends) and thereafter a mark of 0 will be recorded.

Feedback

Each student will receive an individual handback sheet giving feedback on their piece of work. Class handback sessions will also be used to highlight the main learning points for the class as a whole.

ATTENDANCE AND ILLNESS

SEMESTER DATES FOR SESSION 2008/09

<i>Freshers' Week</i>	<i>Monday 15 September 2008</i>
Semester 1	Monday 22 September to Friday 19 December 2008
Semester 2	Monday 19 January 2009 to Friday 29 May 2009
Easter Vacation	Monday 6 April to Friday 24 April 2009
<i>Exams: Semester</i>	<i>Monday 18 December to Friday 19 December 2008</i>
<i>Exams: Semester 2</i>	<i>Monday 27 April to Friday 29 May 2009</i>
<i>Resit Diet</i>	<i>Monday 10 to Friday 21 August 2009</i>

You are expected to attend all organised classes throughout the academic session. We operate an attendance register. Absences and absence patterns are fairly quickly detected. If you are absent from classes for more than three consecutive days through illness or other cause, you must notify the Year Leader of the reasons for your absence. Absence for medical reasons for a period of more than 5 days should be confirmed by a medical certificate obtained from your doctor. Absences for 1-5 days may be confirmed by self-certification. Self-certification forms are available in the Office. All medical certificates should be submitted to the TRP Office for forwarding to the School Office.

This procedure is not simply for administrative purposes, but ensures that the Examinations Board is informed if it is considered that academic performance has been adversely affected through illness. Please note that medical certificates are treated as totally confidential, and in the event of consideration at the Examination Board, the nature of your illness is not revealed to other members of staff.

PROGRESS THROUGH THE DEGREE PROGRAMME

Programme of Study (Full Time)

Year 1

You will normally take 6 modules at Level 1, from at least three subject areas, amounting to 120 credits. Normally you will take three modules in Semester 1 and three in Semester 2. You must take a range of modules that permit progression to at least two subject areas in the Second Year. You must gain at least 80 credits in order to progress to Second Year.

Year 2

You will normally take 6 modules at Level 1 or Level 2, from at least three subject areas amounting to 120 credits. At least 80 credits should be a Level 2. You must have gained a total of at least 200 credits (including 80 at Level 2) in order to progress to Third Year.

Year 3

You will normally take such modules that will enable you to achieve 360 credits and be eligible for the award of MA.

You must have obtained at least 360 credits (including at least 80 at Level 2 and 120 at Level 3) to be eligible for progression to Honours.

Honours

You will normally take such modules that will enable you to achieve 480 credits and be eligible for the award of MA (Honours).

Regulations

The syllabus of the examinations for each year and the regulations for progress through the MA programmes are set out in the University Regulations. Throughout the degree programme, the assessment of all subjects is based upon the written examination plus the coursework. Coursework includes, for example, essays, seminar papers and practical work.

Assessments

The marking scale that operates in all parts of the degree programme is as follows:

GENERIC ASSESSMENT SCALE FOR TOWN AND REGIONAL PLANNING

ESSAY-STYLE EXAMINATIONS & COURSEWORK AT LEVELS 1 & 2

GRADE	LEVEL 1	LEVEL 2
A1 A2 A3	Excellent <ul style="list-style-type: none"> • Direct in answering the question, & drawing on wide range of relevant evidence • Very well organised – clear evidence of ability to develop sustained argument. • Excellent demonstration of sound knowledge & understanding of relevant facts & concepts. • Clear evidence of thoughtfulness & or wider reading, extending beyond prescribed texts 	Excellent <ul style="list-style-type: none"> • Direct in answering the question, & drawing on wide range of relevant evidence. • Very well organised – clear evidence of ability to develop reasoned & sustained argument. • Excellent demonstration of sound knowledge & understanding of relevant facts & concepts. • Clear evidence of critical ability, & of reading extending beyond prescribed texts.
B1 B2 B3	Very Good <ul style="list-style-type: none"> • Direct in answering question, using range of evidence. • Well organised – evidence of ability to develop sustained argument. • Sound demonstration of knowledge & understanding of relevant facts & concepts. • Some evidence of thoughtfulness & evidence of close familiarity with prescribed texts, with signs of some wider reading. 	Very Good <ul style="list-style-type: none"> • Direct in answering the question, using range of evidence. • Well organised – evidence of ability to develop reasoned & sustained argument. • Sound demonstration of knowledge & understanding of relevant facts & concepts. • Some evidence of critical ability & evidence of close familiarity with prescribed texts, with evidence of some wider reading.
C1 C2 C3	Good <ul style="list-style-type: none"> • Direct in answering question, but limited grasp of wider implications of the question. • Not very well organised – limited evidence of ability to develop sustained argument. • Limited demonstration of knowledge & understanding of facts & concepts, perhaps with over-emphasis on facts. • Limited evidence of thoughtfulness, & of wider reading. 	Good <ul style="list-style-type: none"> • Direct in answering question, but limited of wider implications of the question or topic. • Not very well organised – limited evidence of ability to develop reasoned & sustained argument. • Limited demonstration of knowledge & understanding of facts & concepts, perhaps with over-emphasis on facts. • Limited evidence of critical ability. • Evidence of familiarity with prescribed texts, with limited evidence of wider reading.
D1 D2 D3	Satisfactory <ul style="list-style-type: none"> • Not always sharply focused on question. • Not well organised. • Very limited demonstration of knowledge & understanding of facts & concepts, perhaps with some errors or misunderstanding being evident. • Very limited evidence of thoughtfulness, & or reading. 	Satisfactory <ul style="list-style-type: none"> • Not always sharply focused on question. • Not well organised. • Very limited demonstration of knowledge & understanding of facts & concepts, perhaps with some errors or misunderstanding being evident. • Very limited evidence of critical ability, & of reading.
MF	Marginal Fail <ul style="list-style-type: none"> • Fails to address main elements of question. • Contains significant number of factual errors &/or errors of interpretation. • Poorly organised. 	Marginal Fail <ul style="list-style-type: none"> • Fails to address main elements of question. • Contains significant number of factual errors &/or errors of interpretation. • Poorly organised.
CF	Clear Fail <ul style="list-style-type: none"> • Fails to answer questions set &/or demonstrates a complete lack of understanding. • Numerous errors of fact & interpretation. 	Clear Fail <ul style="list-style-type: none"> • Fails to answer questions set &/or demonstrates a complete lack of understanding. • Numerous errors of fact & interpretation.
BF	Bad Fail <ul style="list-style-type: none"> • A token submission 	Bad Fail <ul style="list-style-type: none"> • A token submission
N	No attempt; may be CA/AB/MC/WD/DC/ST (See below)	No attempt; may be CA/AB/MC/WD/DC/ST (See below)
		Distinguishing features from Level 1: <ul style="list-style-type: none"> • Ability to develop reasoned argument • Evidence of critical ability

ESSAY-STYLE EXAMINATIONS & COURSEWORK AT HONOURS LEVEL

GRADE	LEVEL 3	LEVEL 4
A1 A2 A3	First <ul style="list-style-type: none"> • Direct & penetrating in answering question, drawing on wide range of relevant evidence. • Reasoned & sustained argument, with excellent use of supporting evidence. • Excellent & critical understanding of concepts, with clear evidence on insight, perceptiveness & originality. • Extensive & comprehensive information base. Clear evidence of familiarity with relevant literature, including research literature*. • Significant 'value added' to material from lectures & prescribed reading. 	First <ul style="list-style-type: none"> • Direct and penetrating in answering question, drawing on wide range of relevant evidence. • Fluent, reasoned & sustained argument, with excellent use of supporting evidence. • Excellent & critical understanding of concepts of current conceptual issues, & of current debates &/or issues in field of study. • Clear evidence of critical ability & of insight perceptiveness & originality. • Extensive & comprehensive information base. • Clear evidence of familiarity with relevant literature, including recent research literature*. • Significant 'value added' to material from lectures & prescribed reading.
B1 B2 B3	Upper Second <ul style="list-style-type: none"> • Direct in answering question, drawing on range of relevant evidence. • Reasoned & sustained argument, with effective use of supporting evidence. • Clear understanding of concepts with evidence of critical ability & perhaps some evidence of insight perceptiveness. • Wide & sound information base. • Evidence of familiarity with relevant literature, including research literature*. • 'Value added' to material from lectures & prescribed reading. 	Upper Second <ul style="list-style-type: none"> • Direct in answering question, drawing on range of relevant evidence. • Reasoned & sustained argument, with effective use of supporting evidence. • Clear understanding of concepts, of current conceptual issues, & of current debates & or issues in the field of study. • Evidence of critical ability & perhaps some evidence of insight perceptiveness. • Wide & sound information base. • Evidence of familiarity with relevant literature, including the recent research literature*. • Considerable 'value added' to material from lectures & prescribed reading.
C1 C2 C3	Lower Second <ul style="list-style-type: none"> • Answers question, drawing on limited range of relevant evidence. • Some evidence of ability to developed reasoned & sustained argument, with adequate use of supporting evidence. • Understanding of concepts, with limited evidence of critical ability. • Adequate information base. • Some awareness of relevant literature, including research literature*. • Little or limited 'value added' to material from lectures & prescribed texts. 	Lower Second <ul style="list-style-type: none"> • Answers question drawing on limited range of relevant evidence. • Some evidence of ability to developed reasoned & sustained argument, with adequate use of supporting evidence. • Understanding of concepts, with limited evidence of critical ability. • Adequate information base. • Evidence of awareness of relevant literature & of some of the recent research literature*. • Little or limited 'value added' to material from lectures & prescribed texts.
D1 D2 D3	Third <ul style="list-style-type: none"> • Attempts to answer question, but may digress at times & may have limited awareness of implications of question. • Argument not always fully reasoned or sustained, perhaps with limited use of supporting evidence. • Limited understanding of concepts, with little or no evidence of critical ability. • Limited &/or shaky information base. • Little awareness of relevant literature. • No significant 'value added' to material from lectures & prescribed texts. 	Third <ul style="list-style-type: none"> • Attempts to answer question, but may digress at times & may have limited awareness of implications of question. • Argument not always fully reasoned or sustained, perhaps with limited use of supporting evidence. • Limited understanding of concepts & conceptual issues. • Little or no evidence of critical ability. • Limited &/or shaky information base. • Little awareness of the recent research literature*. • No significant 'value added' to material from lectures & prescribed reading.
MF	Marginal Fail <ul style="list-style-type: none"> • Does not answer question directly, or does so with weak &/or flawed argument. • Little understanding (or misunderstanding) of concepts. • Poor information base, perhaps with factual errors. 	Marginal Fail <ul style="list-style-type: none"> • Does not answer question directly, or does so with weak &/or flawed argument. • Little understanding (or misunderstanding) of concepts. • Poor information base, perhaps with factual errors.

CF	Clear Fail <ul style="list-style-type: none"> • Fails to answer questions set &/or demonstrates a complete lack of understanding. • Numerous errors of fact & interpretation. 	Clear Fail <ul style="list-style-type: none"> • Fails to answer questions set &/or demonstrates a complete lack of understanding. • Numerous errors of fact & interpretation
BF	Bad Fail <ul style="list-style-type: none"> • A token submission 	Bad Fail <ul style="list-style-type: none"> • A token submission
	No attempt: may be CA/AB/MC/WD/DC/ST/NM (See below)	No attempt: may be CA/AB/MC/WD/DC/ST/NM (See below)
	Distinguishing features from Level 2: <ul style="list-style-type: none"> • Critical understanding of concepts. • Familiarity with literature • 'Value added' to material from lectures & prescribed texts 	Distinguishing features from level 3: <ul style="list-style-type: none"> • Critical understanding of conceptual issues & of current debates &/or issues in field of study • Acquaintance with recent research literature.

* Normally including papers in academic journals

Notes (Relevant to ALL Levels)

1. For No Attempts, relevant descriptors may later be taken from:

CA = Certified Absence

AB = Unauthorised Absence/No Attempt

MC = Medical Certificate

WD = Withdrawn

DC = Discounted

ST = Stopped

NM = No Mark Awarded (Plagiarism)

2. These tables are for application to 'essay-style' examinations as well as coursework. This covers both 'seen' and 'unseen' 'essay style' examinations, as well as 'reports' and other coursework that may be interpreted as essentially 'essay style' (comprising a structured written argument), notwithstanding *minor* differences in stylistic requirements (such as requirements for illustrative material, report-style format, prescribed headings, other prescribed format elements etc., in relation to which additional guidance will be provided in relevant Module Guides). The tables are *not* to be applied in isolation to coursework that cannot be interpreted as 'essay-style', namely design work, display boards, oral presentations, video presentations, etc. It is not practicable to prescribe detailed descriptors for all possible output formats. Consequently, for any work that cannot be interpreted as 'essay-style', *additional detailed guidance* will be provided within relevant Module Guides, in order to clarify the application of the above descriptors.

3. To aid the interpretation of the descriptors in all cases of coursework, the criteria for assessment will be set out in the Module Guide, including the % weighting of all criteria. These criteria will be related to the intended learning outcomes which are set out in all Module Guides.

4. A detailed descriptor is not provided for each grade, but only for each banding (first, upper second, etc). This is deliberate, to allow the nuanced interpretation of grades within bandings.

Examinations

Examination diets are held in December and May each year and resit examinations in August. Completed examination scripts are marked by the lecturer(s) who taught the module and are cross-marked by a second member of staff. All degree examination marking is undertaken on an anonymous basis.

External Examiners are appointed by the University to safeguard standards and to ensure fairness in the internal marking system. The External Examiners are invited to comment upon draft examination question papers, they have access to copies of practical work programmes and they see samples of students' work and completed examination scripts. When they visit the School the External Examiners normally conduct interviews with a selection of Honours students. These oral examinations are held once all coursework and examination marks are available and immediately before the meetings of the Examination Board. Honours students are informed of the dates of the oral examinations in advance, and although only a selection of students are time-tabled for an oral, all final Honours students should be present throughout the day in case the External Examiners wish to meet them.

The marks are presented to an Examinations Board comprising members of staff who have taught on that part (year) of the degree programme together with the External Examiners. Following the approval of the marks by the Examination Board the results are sent to Registry for notification to students.

Resit Marks and Honours Classification

A student who fails (other than through recorded illness) at the examination diet in May is entitled to resit in August. For third year students, if the exam(s) are subsequently passed, students should note that a grade of D3 will be recorded and used for Honours classification. Those students with recorded illness who do not take the exams in May will be deemed to be taking them for the first time at the August (resit) diet and will record the actual mark awarded.

Termination of Studies and Appeals

If you, on more than one occasion fail any part of the degree programme (and are therefore unable to complete the Degree within four years for the Ordinary Degree or five years for the Honours Degree from the date of first matriculation) you will have your studies terminated.

If your studies are terminated under the Regulations you have the right of appeal for leave to continue studies. Full details of the appeals procedure are given in the University Calendar, a copy of which is on the University website at <http://www.somis.dundee.ac.uk/registry/handbook/cond.html>

Prizes, Scholarships and Awards

The following prizes may be awarded at the discretion of staff in Town and Regional Planning. Any financial award associated with the prize is dependent on available finance and this will vary from year to year.

- **Town Planning Prize** - student with the highest aggregate mark in Year 1 Town and Regional Planning.
- **Town Planning Graduate Prize** - student with highest mark in Year 2 Town and Regional Planning.
- **The Robert Owen Foundation Prize** – student with highest aggregate mark for Year 2 Environmental Management
- **George Duncan of Drumfork Travelling Scholarship** - student with the highest aggregate mark in Year 3 Town and Regional Planning
- **Guldry Incorporation of Dundee/Mathew Trust Scholarship**
Awarded to Year 2 Environmental Management student to facilitate studies abroad and/or EUC diploma student to facilitate dissertation research
- **The Roger Roscoe Memorial Prize** - student with second highest aggregate mark in Year 3 Town and Regional Planning
- **Graham and Sibbald Prize** – student with highest mark in Planning Law and Practice.
- **Tayside Regional Council Planning Prize** - student with highest aggregate mark in Territorial Planning and Development
- **Fladmark Prize** - student with highest mark in European Spatial Planning.
- **RTPI Prize** - student with the highest aggregate mark in Final Year Town and Regional Planning
- **RTPI (Scotland) Prize** - student with the highest mark in Town and Regional Planning Dissertation
- **Tayside Building Preservation Trust Prize** - student with highest mark in the Conservation Options from Years 3 and 4.

CODE OF PRACTICE ON PLAGIARISM AND ACADEMIC DISHONESTY

Academic Dishonesty

Academic dishonesty is regarded as an extremely serious matter, which can place any student found guilty of such practices in danger of termination of studies or other serious penalties.

Examples of Academic Dishonesty

Common forms of academic dishonesty are:

- | | | |
|----|-----------------------|--|
| a) | Collusion | the representation of a piece of unauthorised group work as the work of a single candidate |
| b) | Commissioning | Submitting an assignment done by another person as the student's own work |
| c) | Duplication | the inclusion in coursework of material identical for substantially similar to material which has already been submitted for any other assessment within the University |
| d) | false declaration | making a false declaration in order to receive a special consideration by an Examination Board or to obtain extensions to deadlines or exemption from work |
| e) | falsification of data | presentation of data in laboratory reports, projects, etc based on work purposed to have been carried out by the student, which have been invented, altered or copied by the student. |
| f) | Plagiarism | The unacknowledged use of another's work as if it were one's own. Examples are: <ul style="list-style-type: none">(i) inclusion of more than a single phrase from another's work without the use of quotation marks and acknowledgement of source:(ii) summarising another's work by changing a few words or altering the order of presentation without acknowledgement;(iii) copying another's work.(iv) use of another's ideas without acknowledgement or the presentation of work as if it were one's own which is substantially the ideas of another. |

All students are bound by the University Code of Practice in this matter. Copies of the Code of Practice are available from the University website at: <http://www.somis.dundee.ac.uk/registry/pgcode/ap5.htm> and students are expected to read and understand its contents. All cases of suspected academic dishonesty either during the year or in the Examinations will be reported to the head of Town and Regional Planning as Chairman of the Board of Examiners.

The School is obliged to treat all matters of alleged plagiarism extremely seriously and to invoke agreed procedures. It cannot ignore evidence of such dishonesty.

DEGREE PROGRAMME ADMINISTRATION

Head of Town and Regional Planning

The MA programmes operate under the general management of the Head of Town and Regional Planning who is responsible to the Dean of School for the implementation and administration of the academic policy of the degree programme.

The Year Leaders

Each cohort of students is under the day to day management of a Year Leader who is responsible to the Head of Town and Regional Planning for the day to day administration of the degree programme. This includes overseeing the satisfactory progress and appropriate co-ordination of teaching in the various subjects during each year.

The Year Leader is the person concerned with the general welfare of the year group, and will deal with the administrative arrangements for delivery of that year of the Degree. From time to time the Year Leader will meet the class as a whole and will meet each student on an individual basis as required. In this way most problems can be resolved almost as soon as they arise.

Student Records

It is **your** responsibility to make sure that the records of home and term-time addresses held by the University and School are up to date. Any changes should be immediately notified to the School Secretary.

All students are required by the University to register with a medical practice as soon as they arrive in Dundee.

Staff-Student Consultative Committee

There is a Staff-Student Consultative Committee which is made up of the Head, Year Leaders, and student representatives from each year of the MA degree programmes. Students are advised to select their year representatives as early in the year as possible and to devise a system by which the representatives report back to the year as a whole. Senior Honours students currently chair the Committee.

The Staff-Student Consultative Committee meets on a regular basis throughout the academic year, and is intended to be used as a vehicle both for discussing problems which cannot be resolved by the Year Leaders, and for discussing wider issues which affect the management of the undergraduate degree programmes as a whole.

The Library

Students must become active members of the University Library. The University Library is located centrally on the campus and Duncan of Jordanstone Library is located on Level 4 of the Matthew Building. Students within the School also need to make use of the Law Library (Scrymgeour Building, Park Place). All library books and materials are protected against unauthorised removal by an electronic detection system. The University regards the unauthorised removal of any material from the Library as a disciplinary matter.

Careers

The majority of students who embark on programmes offered within Town and Regional Planning do so with the aim of pursuing a professional career. To assist in this process we have adopted a Careers Strategy whose purpose is to help students to develop the knowledge and skills needed to maximise their chance of progressing smoothly from the academic world to the world of work.

Staff work closely with the University Careers Service, which is located at 166 Nethergate. The service provides information on a wide range of career opportunities, produces regular vacancy bulletins, offers one-to-one confidential interviews to students and graduates who request them and maintains links with a large number of potential recruiters of graduates. In addition, the service organises a wide range of career talks and other training and information events and holds an annual careers fair each November.

Details of job opportunities, postgraduate degrees and careers events are displayed on the Careers Notice board which is located on Level 7.

SECURITY AND SAFETY

University Security

For security purposes, you must carry your identity cards at all times while within the University. Anyone not displaying their card is likely to be challenged and refused admission.

Any unauthorised intrusion by members of the public or students from other Schools should be reported immediately to a member of staff.

Computer Suite/Studios

Entry to the Town and Regional Planning computer suite is restricted. Students will be informed of the security code at the start of the Level. No food or drink is to be taken into the Computer Suite.

Safety

Staff and Students are not only responsible for their own health and safety in the University; they also have a responsibility to ensure that others are not placed at risk as a consequence of their activities.

You must observe the regulations posted in the Studios. Particular attention is drawn to the following:

- i) You should always note where the fire exits are situated (from any University building you are using). You will be shown those within the immediate vicinity of Town and Regional Planning but are expected to familiarise yourself with the emergency exits in all other buildings of the University that you use.
- ii) Special care should be taken with all electrical equipment including plugs. It is everyone's responsibility to inform the Office or, if after normal working hours, by placing a notice on the suspect equipment that it is faulty (and then informing the Office the following working day) for any suspected malfunction of any piece of electrical equipment. **Under no circumstances should you ever try to investigate any suspected malfunction of electrical equipment.**
- iii) The consumption or possession of any food or beverages is prohibited in the computer suite. This is to prevent damage and possible shorting of electrical circuitry.
- v) You should take all reasonable care in the use of any equipment supplied for your use. If you want to use any piece of equipment that is new to you, relevant training will be given by the appropriate Technicians in the School. You should not lean on light tables and should immediately report any crack or breakage. Special care and training **is necessary before using** photographic chemicals, adhesives and fixatives, Stanley type knives, trimmers and guillotines.
- vi) You should use the paper provided in the photocopier and/or printers. Should any other medium be required, you **MUST** get the approval of the appropriate Technician and/or effect the job as directed or under the supervision of that Technician.
- vii) Bicycles must not be brought into University buildings.
- viii) On no account should you stand or sit on the internal parapets of the Matthew Building or lean over them to your danger.

- First Aid:** Information on what to do in case of an accident is posted in each Studio. It must be stressed that irrespective of how trivial an incident/accident/injury involving a student or member of staff may seem at the time, an incident report form must be filled in and sent to the TRP Office for action by the safety officer in due course. This applies even if for example the injury were to happen outside the Matthew Building (say when going to the main library) and the affected student were to be treated by a first aider from the Fulton Building
- Fire Alarm:** In the event of an emergency follow the instructions posted. As soon as the alarm sounds staff and students must leave the building quickly and calmly by the nearest exit and assemble in the designated area well away from the building.
- Fire Extinguishers:** Fire extinguishers are placed at strategic points throughout the University. Read and follow the instructions written on the side of the extinguisher. In all but minor cases leave the scene and raise the alarm. Do not use water on electrical fires.
- School Safety Committee:** The maintenance of Town and Regional Planning's excellent safety record relies on the continued goodwill and commonsense of all - staff and students alike. The Safety Committee meets once per term. Urgent matters should be raised without delay with the appropriate Year Leader.
- No Smoking Policy:** Smoking is prohibited in all University buildings and within 50 feet of any entrance/exit of a University building.
- Alcohol:** You are not normally allowed to consume or be under the influence of alcoholic beverages either within the Matthew Building or its curtilage.
- Drugs:** You are not allowed to possess or be under the influence of non-prescribed substance(s) either within the Matthew or its curtilage.

Property and Equipment

As students concerned with the quality of the environment it is expected that high standards will be maintained in the studios. You are encouraged to make the studios pleasant places in which to work. However, no graffiti or other "embellishments" applied to walls or desks will be tolerated. Any student found responsible for the non-accidental damage, theft or misuse of property or equipment will be subject to disciplinary action under the University Regulations.

It is important that studios and equipment should be carefully maintained and subject to no more than normal wear and tear. Drawing tables and desks should be treated with respect. No sharp implements are to be used as special cutting tables are provided in each Studio. You should exercise care in using spray adhesives. Surfaces should be protected from such sprays and under no circumstances should spraying be done on drawing tables, walls or floors. You will be held responsible for any damage that you cause.

Any damage to studios or equipment should be reported immediately to the Office.

Equipment and personal belongings should not be left unattended at any time.

Studios and the computer suite are quiet areas of study: the playing of radios without headphones is unacceptable.

EQUAL OPPORTUNITIES

University Context

The principle of equal opportunities is reflected in the University's Charter which states that:

"No test related to sex, race, colour or religious or political belief shall be imposed on any person in order to entitle him to be admitted as a member, teacher or student of the University or to hold office therein, or to graduate thereat, or to hold any advantage or privilege thereof".

The University is an equal opportunities employer and has adopted a policy and guidelines on equal opportunities designed to provide a fair and safe working environment for staff and to ensure that all students receive equal treatment. These documents are complemented by a policy and guidelines on Sexual and Racial Harassment. Copies of the policies and details of their implementation are sent as a matter of course to all new members of staff. Further copies are available from the Personnel Office or from the Equal Opportunities Officer, Mrs Irene Donaldson, to whom queries about Equal Opportunities matters can be addressed.

School Context

The Dean of School is responsible for ensuring that the equal opportunities and sexual and racial harassment policies are communicated effectively and are being implemented. Individual members of staff have personal responsibility for promoting both equality of opportunity and an environment where sexual and racial harassment is actively discouraged. Full details of the policies and guidelines are available in the School Office. Sources of help for those who experience harassment are listed within the booklets on Sexual and Racial Harassment. The system of student support operating within the School, particularly Year Leaders, allows equal opportunities issues to be raised in a sympathetic manner.

Disability Support

Disability Services is located in the Ewing Annexe, Small's Lane. The centre is a resource base for staff and students. It includes the Dyslexia Unit which has a study room with individual desks and screens and a Computer Room specifically for the use of dyslexic students. The Paul Brown Visually Impaired Unit consists of a study room, an equipment room and a braille room dedicated to the needs of visually impaired students. Tony Jackson is the Town and Regional Planning's Disability Support Officer. Staff are guided by advice from Disability Services with regard to examinations for students with special needs/requirements.

PROFESSIONAL DEVELOPMENT PLANNING

Personal Development Planning (PDP) is a structured process to help you reflect upon your learning, performance and achievements. You will automatically be enrolled on *My PDP*, an online resource designed to guide you through this process. You can access this via *My Dundee*, the student eLearning environment, at a time and place of your choosing. At certain times you may be asked to use this resource as part of your coursework.

My PDP includes templates which allow you to build your own PDP portfolio. This process will involve:

- learning how to construct an ePortfolio
- conducting self-audits of your career, academic and personal goals
- logging the transferable skills you have gained
- searching for opportunities to enhance your profile
- creating an action plan to focus your thoughts
- selecting a list of priority activities.

The resource also gives access to your developing academic transcript and to an area specific to your Faculty giving degree-related advice on PDP, course options and employability.

Town and Regional Planning has developed its own strategy for PDP which embeds the process within the curriculum. Students will be introduced to the concept of reflective learning and reflective writing during year 1. Personal Development Planning will be introduced in year 2, together with the e-portfolio tool in 'My Dundee'. This will provide students with an electronic vehicle for storing their work and their reflections on it, as well as identifying development needs. At this stage, the emphasis is on the development of generic skills. In year 3, the emphasis will be placed on planning and environmental management-related knowledge and skills. In the final year of the programme, students will be asked to provide a critical reflection of their experience during their initial planning and environmental-management education in the form of an e-portfolio. This will be structured around the RTPI's and IEMA's learning outcomes.

BARBARA ILLSLEY
Head of Town and Regional Planning

September 2008