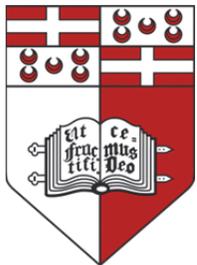


Master *of* Spatial Planning

A four-year part-time course which has been designed with reference to the planning education framework of the European Council of Spatial Planning and will provide the students with the interdisciplinary background required of modern spatial planners, together with the opportunity to specialize in areas such as, but not limited to, urban and regional development, infrastructural planning, housing, transport, resource management, urban regeneration, land use, urban design, and spatial planning in the European Union.



Spatial Planning and Infrastructure Unit
Faculty for the Built Environment
University of Malta
February 2013 to September 2016

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1 Overview

A four year part-time programme, the Master of Spatial Planning course has been designed with reference to the planning education framework of the European Council of Spatial Planning and will provide the students with the interdisciplinary background required of modern spatial planners, together with the opportunity to specialize in areas such as, but not limited to, urban and regional development, infrastructural planning, housing, transport, resource management, urban regeneration, land use, urban design, and spatial planning in the European Union.

The course is therefore structured as a 'combined planning programme', which would involve the allocation of at least 50% of the learning time to integrated spatial planning studies and a minimum of 25% for the specialisation in areas such as the ones mentioned above.

The students shall be required to develop the ability to practice spatial planning at local, regional, national, and transnational levels, normally as leaders and/or coordinators of multi-disciplinary teams entrusted with the formulation and realisation of plans and policies, which according to the European Regional/Spatial Planning Charter, give "... geographical expression to the economic, social, cultural and ecological policies of societies."

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2 Learning Outcomes

After graduating, the students will be capable of practising in the field of spatial planning, and spend the initial years of their careers getting involved in the range and type of projects [in the field of spatial planning], which would provide them with the professional background required for them to be considered for membership in a spatial planning institute/association.

Such an institute/association would preferably form part of the European Council of Town Planners and/or the Global Planners Network.

3 Course Foundations

The design of the programme of studies refers to the guidelines set by the European Council of Spatial Planners (ECTP-CEU) and the Royal Town Planning Institute (RTPI), which is one of the most influential members of the ECTP-CEU.

The students will be trained in the use of methods, familiarised with the philosophical/ethical debates connected with the activity of 'spatial planning', and provided with the interdisciplinary background required for the practice of a style of planning that seeks to integrate economic, social, cultural, transport, and environmental considerations in the formulation of public policy in order for such policy to be implemented through rationally developed comprehensive strategies in specific locations. The students will also be expected to specialize in a specific area connected with spatial planning in accordance with the view which refers to planners as generalists-with-a-specialism.

The principles underlying this approach were initially formulated by the so called [University of] Chicago School of Planning in the early-1950s and developed through ideas generated by the debates stimulated by this school of thought. Currently, the spatial planning model is being adopted across the European Union, in part through the work being carried out by the ECTP and member associations.

The Course is designed to encourage the students to adopt a critical approach to the understanding of the different components of the intellectual baggage that spatial planners should be expected to carry. Planning is viewed as a continuous problem-solving activity which has to be practised in a world of uncertainties and complexity, which require solutions developed on the basis of scientific inquiry and sound professional judgement based on experience and exposure to the often conflicting views and aspirations of different interests.

The programme of studies is structured along the lines indicated by the RTPI, which distinguishes between:

- Spatial Planning Programmes (60 ECTS equivalent)
- Specialist Planning Programmes (60 ECTS equivalent), and
- Combined Planning Programmes (min 90 ECTS equivalent).

Spatial Planning Programmes would focus on the methods and philosophy of planning (the formal, procedural), while the Specialist Planning Programmes would centre on one specific aspect of planning.

The Combined Planning Programmes would be made up as follows: a minimum of 50% would be dedicated to 'Spatial Planning' and a minimum of 25% to 'Specialist Planning'. This would be in line with the view of the spatial planner as a generalist-with-a-specialism.

The programme of studies shall comprise 120 ECTS, and if one excludes the Orientation study-unit, the proportion of the Course which focuses on generalist spatial planning would be 65.2% while 34.8% would be dedicated to a specialist area of planning. In other words, the Course has the potential to be in line with RTPPI accredited courses.

4 Career Opportunities and Access to Further Study

Graduates of this course will have the potential to practice spatial planning both within the public and private sector. They act as planning and policy advisers to local governments, regional authorities, national administrations, and agencies which are involved in transnational projects. Currently, private sector firms involved in either of or combinations of spatial and infrastructural planning, urban design, resource management, and economic/social development have been and are growing rapidly as opportunities for them to compete for assignments farmed out by the public sector increase across the European Union and beyond.

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5 Course Intended For

The course has been designed for students who aspire for careers connected with spatial development, in which they play leadership and/or coordinating roles at different levels of public administration, both as public sector operatives and private sector consultants or freelancers. Planners need to be simultaneously creative thinkers and pragmatists, capable of envisioning inspired solutions to the problems and issues that they deal with, and articulating the courses of action needed for the effective realisation of their insights.

6 Course Structure

6.1 Outline programme of studies

The programme of studies for the course starting in February 2013 is made up of the following study units, all of which are compulsory:

Programme of Study					
Code	Cr	Title	Code	Cr	Title
February 2013 to June 2013			October 2013 to January 2014		
SPI 4001	5	Orientation	SPI 5401	7	Economics for Spatial Planning
SPI 5101	5	Planning Methods: Research Methods for Planning	SPI 5402	8	Infrastructure Systems
SPI 5102	5	Planning Methods: Statistical Analysis for Planning			
February 2014 to June 2014			October 2014 to January 2015		
SPI 5403	5	Human Behaviour and the Environment	ISD 5103	5	Planning Methods: GIS for Spatial Planning
SPI 5103	5	Planning Methods: Plan/Policy Formulation and Realization	SPI 5301	5	Community-led Regeneration
SPI 5104	5	Planning Methods: Plan/Policy and Project Evaluation	SPI 5501	5	Urban Design
February 2015 to June 2015			October 2015 to January 2016		
SPI 5201	5	Theories of Planning	SPI 5302	5	Land Use: Theory and Policy
SPI 5202	5	Comparative Planning Systems	SPI 5302	10	Planning Workshops: Specialization
SPI 5203	5	Spatial Planning in the European Union			
February 2016 to September 2016					
SPI 5901	30	Dissertation			

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6.2 Descriptions of the study-units

The following pages present the descriptions of the study-units listed above. More detailed information can be obtained from: <http://www.um.edu.mt/ben/overview/PMSPIPET2-2012-3-F>

SPI 4001

Orientation

5 ECTS

The students will be introduced to the disciplines, which are, in one way or another, connected with spatial planning, and to which they would not have been exposed in their undergraduate studies. The unit is made up of six sub-units as follows:

Block A

- Economics
- Politics/Public Policy
- Social Space

Block B

- Environmental Chemistry
- Ecology/Earth Science
- Physics of Energy

Students with backgrounds in the natural sciences or engineering would be expected to follow the sub-units in Block A, and the ones from the social sciences would be expected to follow the sub-units in Block B. Certain students may be required to follow sub-units from the two blocks. Each student will follow a minimum of three sub-units.

The sub-units to be followed by each student will be determined by the Board of Studies after the students' transcripts are examined.

Aims of the study-unit

To expose the students to the interdisciplinary nature of spatial planning practice, and to the importance that should be attached to holistic approaches to the formulation, realization, and review of spatial plans and policies.

This study-unit will be the first step in the process of preparing the students to coordinate and/or lead multidisciplinary teams formed to investigate specific problems and issues and to prescribe and implement plans, policies, and programmes designed to address the problems and issues in question.

This study-unit is designed to assist students in acquiring and developing a working knowledge of research methods in the social sciences. It covers a selection of methods from both the 'quantitative' and 'qualitative' schools, which the students should expect to make use of in their academic and professional work.

The students will examine the strengths and criticisms of research methods and techniques and develop the skills required for the formulation and implementation of different types of research programmes that would normally be required prior to the making of plans and policies and the taking of decisions. Moreover the unit aims to develop the student's ability to conduct and report a scientific study as well as to evaluate and use established literature on which to base research.

Aims of the study-unit

To provide students with tools related to research methods, which would be used for research connected with both their academic work and, later, their professional assignments.

The effectiveness of research is based on the identification and development of methods and tools which are appropriate for specific research projects or programmes.

This study-unit will bridge statistical techniques and statistical analysis with applications related to spatial planning.

The unit will be divided in three sections:

1. The first part describes different sampling techniques; how to determine the required sample size given the margin of error and describe different data collection methods.
2. In the second part, the students will familiarize with several functions of EXCEL and SPSS, including the sort cases, recode, weight cases, select cases, transform and compute options; how to generate variables and how to enter the data. The students will learn how to get appropriate statistical output and interpret correctly descriptive statistics, cross-tabs and graphical displays. This section also describe how to simulate data and use it to make predictions.
3. The third section describes and implements several parametric / non-parametric inferential tests using SPSS to compare means and assess relationships/associations between variables and explain procedures to generalize results. This section also describe how to fit and interpret statistical models to different data sets.

Several examples related to spatial planning will be provided to familiarize with these statistical techniques.

Aims of the study-unit

Research plays an important role in the formulation, development, and assessment of spatial plans and policies. For this reason, it is essential for the students to be given the opportunity, through this study-unit, to understand the essentials of statistical reasoning and to learn how the outcomes of statistical analysis are construed, utilised, and communicated.

This study-unit is intended to give the students the necessary background to understand both the economic context in which spatial planning operates as well as the contribution of spatial planning to socio-economic development, the impact of spatial planning on economic behaviour and economic systems as a whole. Students following this course will become familiar with both economic theories as well as a range of empirical studies in areas useful for spatial planning. They will also examine the planner's regulatory toolkit from an economic perspective.

The key areas to be covered include:

1. Spatial planning and socio-economic development;
2. Micro Economics for Spatial Planning;
3. Macro Economics for Spatial Planning;
4. Environmental and Resource Economics; and
5. Applied case studies in areas such as Climate Change, Aging Populations, Lifestyles and Tourism, Housing , Waste Management, Natural Resources, Transportation)

Aims of the study-unit

Research plays an important role in the formulation, development, and assessment of spatial plans and policies. For this reason, it is essential for the students to be given the opportunity, through this study-unit, to understand the essentials of statistical reasoning and to learn how the outcomes of statistical analysis are construed, utilised, and communicated.

This study unit is aimed at familiarising students with the planning dimension resulting from infrastructural development. Infrastructural development is crucial to secure a country's competitiveness and to ensure that society's quality of life remains at par with those of its peers. Infrastructural development involves:

- the provision of safe and reliable water supplies, and the collection treatment and disposal of the resultant sewage;
- the collection of waste and its treatment whilst taking into account the need to minimise waste, separate waste into fractions which may be recycled or from which energy may be generated and the limitation of waste going to landfill;
- the provisions of reliable energy supplies and ensuring the security of supplies whilst promoting energy efficiency and the generation of energy from renewable sources;
- the provision of fast and efficient communication systems that ensure connectivity and reduce travel and waiting times.

In order to ensure the country's competitiveness, infrastructural development needs to be firmly integrated into the planning system such that the necessary requirements for the planning horizon are factored into the development process.

Aims of the study-unit

The aims of this study-unit are to:

1. familiarise students with the various facets of infrastructure in particular water, waste, energy, transport and communication;
2. explore specific infrastructure sectors from a planning perspective;
3. understand demand and supply relationships for infrastructural development;
4. link infrastructural development with competitiveness and quality of life.

This study-unit will consider the impacts of human behaviour on cultural heritage, the natural heritage, and public health.

In the case of cultural heritage, Issues of ethics will be discussed in terms of cultural significance and impacts to set of values closely tied to the heritage in question. Methodologies of cost-benefit analysis will be used to assess cases of presumption in favour of sustainable development within sites or areas of historic and cultural importance.

In the case of the natural environment the students will discuss in detail, mainly through case studies, the relationship between human beings and the natural environment (with respect to both bio-diversity and natural resources) and the implications of the effects of specific types of human activities such as agriculture, industrialization, urbanization, and transport.

In the case of public health, the students will examine the links between the human activities and public health, by looking at how issues like transport; air, noise, and water pollution; green/open spaces or the lack of such spaces; housing, community participation/social isolation impact on human health. There will also be a discussion on how spatial planning can condition human activity and promote, or otherwise, good health, e.g. through physical activity and social interaction.

Aims of the study-unit

The study-unit is intended to expose the students to the type of issues and problems that the practice of spatial planning is expected to address, and to indicate to them the importance that should be attached to the types impacts that spatial plans and policies may have on different environmental resources and human beings.

SPI 5103

Planning Methods: Plan/Policy Formulation and Realization

5 ECTS

This study-unit will consider different approaches to the formulation and implementation of plans and policies in the field of spatial planning.

The first part of the unit will involve an in-depth review of the literature and the critical analyses by the students of both the covered literature and actual plan and/or policy documents that are currently in force in Malta or other countries.

The students will also have the opportunity to meet practitioners in order to discuss their experiences in the field.

Given that there is no known ideal approach to plan and policy making and implementation, the students will be expected to familiarise themselves with the different approaches to which they would have been exposed and develop an awareness of the advantages and limitation of specific approaches.

During the second part, the students will work on a project which would involve the formulation of proposals designed to address specific issues or problems, and the preparation of a programme for the implementation of the same proposals

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Aims of the study-unit

The study-unit is designed to enable the students to acquire, develop, and apply problem-solving skills, through their observations of real-world experiences in the field and project work.

SPI 5104

Planning Methods: Plan/Policy and Project Evaluation

5 ECTS

This study-unit will cover the methods that are used to evaluate the potential of plans/policies and projects. The focus would be on Cost Benefit Analyses (CBA), Environmental Assessments of different types (EIAs and SEAs), Landscape and Visual Impact Assessments (LVIAs), Health Impact Assessments (HIAs), and Traffic Impact Assessments (TIAs).

The students will go through the literature which describes and critically evaluates the role played by such methods. They will also have the opportunity to meet CAB, EIA, SEA, LVIA, HIA, and TIA practitioners in order to discuss specific experiences.

Aims of the study-unit

The study-unit is designed to enable the students to acquire, develop, and apply impact assessment skills, which would need to be made use of in the assessment of proposals for sectoral and spatial plans and policies, and specific projects.

This study unit provides the students with the theory and practical knowledge of use of computer applications used in spatial planning, specifically Geographic Information Systems.

Geographic Information Systems (GIS) will be introduced through a series of lectures looking at the basic functions of a GIS, as well as the importance and characteristics of geographic data, the data quality issues and GIS applications. A series of lab practicals will complement the lectures with hands on sessions using GIS software. The combination of lectures and practicals will ensure an appreciation of the theory and an understanding of how the tools are applied in spatial planning.

Aims of the study-unit

- Introduce the concepts of Geographic Information Systems
- Conduct hands on sessions using Geographic Information Systems tools
- Apply effectively GIS in Spatial Planning

Sustainable development is central to the discussion on urban regeneration through its social, environmental and economic spheres of influence. The balance to be achieved between these three interrelated but sometimes conflicting subjects will be analyzed in collaboration with professional practitioners in the three fields, in order for the students to understand methods of prioritization through case-studies.

To achieve this, a thorough understanding of the role of regeneration is needed, to be undertaken as round-table discussions promoting dialogue between people with varied interests. Prior knowledge is essential to the students, and reading material will be suggested by the lecturer chairing the discussion.

This collaborative method of learning will help the students to appreciate difficulties encountered in community planning, and to understanding the democratic role of legitimate planning. Case studies in community planning will be presented by the coordinator and methodologies for achieving increased participation will be researched.

Aims of the study-unit

The key aims of the study unit are:

1. To impart the philosophy of regeneration as a multi-disciplinary effort;
2. To understand different sectors that lead regeneration in historic places;
3. To promote collaboration in decision-making;
4. To study methods of community planning; and
5. To enhance students' individual interests within the sphere of regeneration.

Urban design is intrinsically related to architecture and spatial planning at either end of the spatial scale. This study-unit integrates the architectural dimension of the activity with spatial planning. The students will be introduced to the knowledge and skills which will enable them to tackle practical problems which refer to real-world issues.

The students will be encouraged to conceptualize development proposals at a particular spatial scale, with reference to their newly acquired knowledge about urban design considerations.

In this respect, the students will be trained to view plan-formulation and policy-writing as creative and positive processes that should refer to appraisals/analyses of 'place'. In other words, plan-formulation and policy-writing should not be considered mere technical exercises dogmatically based on quantitative or formulaic/clichéd principles.

The unit shall consist of lecture, seminars, and a workshop:

1. The lectures will discuss urban design concepts in relation to planning, and provide guidance for independent learning through the seminars.
2. In the seminars, presentations will build both on theory from assigned critical readings as well as observations from the on-going project workshop, assigned at the start of the study-unit.
3. The project workshop, a fundamental component of the study-unit, will address the following question: How does analysis inform a vision that in turn shapes policy-making? It will also examine the 'public urban space', questioning the manner with which it connects to the network of the whole public realm in the urban realm.

In order to provide students with a first-hand experience of these issues, site visits will be an intrinsic part of the study-unit. Project tutorials and interim presentations will accompany this learning process. Attendance at the site visits, a series of tutorials and interim crits will be compulsory.

Aims of the study-unit

This study-unit is intended to enable the students

1. to visualize in 3D the impacts of plans or policies, or decisions regarding specific project proposals;
2. to understand the different approaches that are needed at different spatial scales of intervention, across the micro, meso, and macro scales located between architecture and spatial planning; and
3. to analyze existing developments, and use the results of their assessments to formulate plans and policies which respond to particularities of place for eventual application in both design and development control.

In this study-unit, the students will be introduced to ideas and debates concerning spatial planning processes. Such processes would involve the official and informal participation of different actors from different backgrounds who represent or promote a diversity of interests, expectations, and/or aspirations in the setting of rules or in the making of decisions concerning spatial development. At times (some would argue, most of the times), the positions taken by the said participants would be contradictory and in conflict.

The students will be expected to carry out critical reviews of the above-mentioned ideas and debates, with reference to the political, economic, social, and cultural contexts with which they would have emerged, developed, and interacted. The main focus of these reviews would be the roles that professional planners play in such processes, either as public sector officials, private-sector consultants, or advocates of specific positions.

The students will also be required to evaluate 'real-world' experiences through case studies that will be presented for discussion in seminar presentations.

Aims of the study-unit

This study-unit is designed to expose the students to the types of issues and problems, and the complexities involved in the rule- and decision-making processes that professional planners are expected or commissioned to take part in.

This study-unit introduces the students to different planning systems and the political, legal, administrative, economic, and social contexts within which they are operational and with which they interact.

While planning systems need to be tailored to fit the requirements of

1. the political, economic, and social demands of society, and
2. established legal and administrative frameworks,

they also affect existing official and informal arrangements, within, between, and outside [the boundaries] of institutions, organizations, and social groupings.

The students will be expected to examine the spatial planning systems adopted by different governments through the literature, information obtained from the websites of different planning agencies, and personal communications.

Their work will be discussed and assessed through seminar presentations and an examination.

Aims of the study-unit

This study-unit is intended to provide the students with the opportunity to examine the interrelationship between spatial planning and other spheres of the state and civil society.

This would be done within a comparative framework, which would have the dual purpose of enabling the students understand the features of specific planning systems with reference to their contexts, and develop the skills and intellectual flexibility required for participation in transnational assignments, which are bound to increase within the European Union following the adoption of the territorial-cohesion concept.

Although spatial planning is not a European Union (EU) competence, legislative/policy developments within sectors such as transportation, the environment, and regional development, in regards to which the EU can adopt legally binding acts, fall under the 'umbrella' of spatial planning. Furthermore, it is well known that the debate concerning recognition of a European spatial-planning dimension has been going on for a long time. Following the issue, in 1999, of the European Spatial Development Perspective (ESPD), and the recent inclusion of 'territorial cohesion' within the list of EU competences, this debate has intensified.

In this study-unit, the students will be introduced to the history of the EU with a focus on the developments that have led to the current state of affairs with respect to spatial planning. They will be participating in seminars which will be led by internationally renowned experts in the field of the EU dimension of spatial planning. These seminars will be held in the second half of the seminar.

The students will be prepared for the seminars through the literature, case-studies, and documents which are available in different pages in the EUROPA website, and personal communications with personalities involved in spatial planning who would have worked closely with their counterparts in other EU Member States, in the European Commission, and other agencies.

Aims of the study-unit

In the aftermath of the issue of the European Spatial Development Perspective and the subsequent adoption by the European Union of the territorial cohesion concept, it is considered essential for the students to be kept abreast of developments in EU policy and other initiatives which are connected with spatial planning. This study-unit is intended to contribute towards the preparation of the students to practice spatial planning within environments which are influenced by EU policies which have a spatial dimension.

This study-unit consists of a part-theoretical and part-practical approach using real-world issues which will provide the students with a sound understanding of the complexities surrounding land-use planning and with the tools required to apply the acquired knowledge to both national and international experiences.

The unit will consist of lecture which will focus on a selection of readings supported by seminars during which each student present a seminar paper. The lectures will provide a conceptual background for understanding land-use planning at different spatial levels and applied in different contexts.

They will introduce students to different approaches to land-use planning. The seminars will encourage further in-depth reading that would cover as many themes as possible. In the seminars, students will therefore explore further the issues raised in the lectures and critically reflect on the interactions and tensions between the different dimensions of land-use planning. In this manner they may discover the complex inter-relationship of the themes enabling them to reflect further upon critical debates in land-use planning.

A short project workshop will be organized at the end. Through the workshop the students will integrate the knowledge acquired during the lecture and seminars in a practical session. The workshop, followed up by an oral presentation, will centre around locational development taking a real-time case study in order to provide students with the design perspective of land-use planning:

- issues definition based on urban analysis of existing context, leading to
- strategy definition (planning and design) that considers the integration of issues into a balanced and integral whole within a sustainable framework.

Aims of the study-unit

The study-unit is intended provide students with a sound understanding of the complexities surrounding land-use planning from different perspectives. This would involve the consideration of economic, social, and economic factors that would need to be considered prior to the making of

1. rules, i.e. regulations, plans, policies, and planning schemes, regarding the range of uses that can be allocated to specific zones; and
2. decisions regarding the determination of the land use[s] that would be allowable in specific properties and the design of the construction[s] (if any are needed) in which the permitted activity[ies] can take place.

SPI 5801

Planning Workshops: Specialization

10 ECTS

Each student will select a field related to spatial planning and propose a tutor or a team of advisers led by a tutor. The tutor will formulate a brief for a research/practical project, which would ideally refer to topical issues regarding the students' selected field of interest, in Malta or the European Union.

The students will be required to select one topic/field for both the Specialization and the Dissertation (SPI 5901).

The work of the students in this unit will mainly be of prescriptive type, in other words, the focus should be on the problem-solving and plan/policy making dimension, backed by good research

The fields that the students may consider would include but not be limited to, housing, urban regeneration, community planning, transport, waste management, water management, energy, urban design, landscape planning, planning and environmental law.

The students' proposals and work will be vetted by a Committee set up for the purpose.

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Aims of the study-unit

This study-unit is intended to provide the students with a specialism. The MSP course is of the 'combined' type, which means that the students would be expected to go through a combination of

1. interdisciplinary spatial planning (minimum 50%); and
2. specialist (minimum 25%)

studies in order to qualify as a 'generalist-with-a-specialism'.

SPI 5901

Dissertation

30 ECTS

Each student will be expected to carry out research connected with the field selected for study-unit SPI 5801, and produce a dissertation in accordance with University of Malta regulations.

Each dissertation must cover both plan/policy (making and implementation) dimension and substantive considerations concerning the selected field, and will focus on the analysis of specific issues or problems.

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Aims of the study-unit

This study-unit is intended to provide the students with a specialism. The MSP course is of the 'combined' type, which means that the students would be expected to go through a combination of

1. interdisciplinary spatial planning (minimum 50%); and
2. specialist (minimum 25%)

studies in order to qualify as a 'generalist-with-a-specialism'.

7 Admission Requirements

- (a) a Bachelor degree from the University of Malta with at least Second Class (Honours) in a discipline related to the Built Environment, Architecture, Urban Design or Planning, Civil Engineering, Geography, Economics, Sociology, Anthropology, Law or Legal Studies, Public Administration, Chemistry, Biology, Earth Systems, or in any other area of study as deemed suitable by the Board of Studies, or
- (b) a qualification deemed by Senate, on the recommendation of the Board of Studies, to be comparable to the qualifications listed in the previous. The admission of applicants under this bye-law may be made conditional on the results of an assessment as the Board of Studies may deem appropriate.

More detailed information is provided in the bye-laws for the course available in:

<http://www.um.edu.mt/registrar/regulations/faculties/ben/master-of-spatial-planning-bl-2012>