



HÖGSKOLAN I GÄVLE

PROGRAMME SYLLABUS

FIRST CYCLE

STUDY PROGRAMME IN SPATIAL
PLANNING

Programme Code: TGSAK

Established by the Faculty Board

2010-09-23

Programme Syllabus

Study Programme in

Spatial Planning, 180 HE credits

(Samhällsplanerarprogrammet, 180 hp)

This programme syllabus applies to students admitted to the autumn semester of 2011 or later.

STUDY PROGRAMME IN SPATIAL PLANNING at Högskolan i Gävle

1 General Arrangement

The Study Programme in Spatial Planning results in a Bachelor of Arts, 180 credits. Sustainable development of society dominates the whole education, with focus on national environmental targets, such as a Good Built Environment. The two first years are focussed on courses in spatial planning, human and physical geography, and technology courses, such as geographic information technology and advanced drawing tools. Since geographic information technology and advanced drawing tools are important work tools for both spatial planners and geographers in their working life, it is used continuously throughout the education.

The implementation of the courses is mainly based on project-based learning, where the students should search for knowledge independently, and discuss current problems in spatial planning with the academy and the industry. Through cooperation with the industry, the students will be in contact with physical planning in reality. Traditional lectures and exercises/laboratory sessions secure the basic knowledge for all students, while seminars and project work provide specific knowledge of current issues and teach the students about group dynamics and communication.

Throughout the education, the students acquire knowledge of methods for implementation of plans, design of plans and texts, creating maps, collection and management of statistics, technical tools and a continuous development of the students' writing ability up until the degree project.

2 Expected Learning Outcomes

2.1 Expected Learning Outcomes for First-cycle Programmes According to the Higher Education Act, Chapter 1, Section 8 and Qualification Descriptor According to the Higher Education Ordinance, Appendix 2.

2.1.1 Expected Learning Outcomes for First-cycle Programmes According to the Higher Education Act, Chapter 1, Section 8.

First-cycle studies should essentially expand upon the knowledge acquired by pupils in national or specially designed programmes in upper-secondary school, or equivalent knowledge. However, the government may make exemptions concerning programmes in fine, applied and performing arts.

First-cycle studies should develop the students':

- ability to make independent and critical assessments
- ability to independently discern, formulate and solve problems
- readiness to address changes in the working life.

Within the field of the education, the students should, in addition to knowledge and skills, develop the ability to:

- search and evaluate knowledge on an academic level
- follow the knowledge development
- exchange knowledge also with individuals without expertise in the

area.

2.1.2 Qualification Descriptors According to the Higher Education Ordinance, Appendix 2.

2.1.2.1 Bachelor's Degree

Extent

Bachelor's degree is achieved when the student has successfully completed required courses of 180 HE credits with certain specialisation decided by each higher education institution, including at least 90 HE credits of progressive specialisation in the main field of study of the programme.

Expected Learning Outcomes

Knowledge and Understanding

For a bachelor's degree, the student should:

- demonstrate knowledge and understanding of the main field of study of the education, including knowledge of the disciplinary foundation of the field, knowledge of applicable methods in the area, specialisation in some part of the field and orientation in current research.

Skills and Abilities

For a bachelor's degree, the student should:

- demonstrate the ability to search, collect, evaluate and critically interpret relevant information in a problem, and to critically discuss phenomena, issues and situations
- demonstrate the ability to independently identify, formulate and solve problems, and to carry out assignments within given time-frames
- demonstrate the ability to account for and discuss information, problems and solutions in dialogue with different groups, orally and in writing
- demonstrate the skills required to work independently within the field of the education.

Judgement and Approach

For a bachelor's degree, the student should:

- demonstrate the ability to make assessments considering relevant scientific, social and ethical aspects, within the programme's main field of study
- demonstrate an understanding of the role of knowledge in society and people's responsibility for how it is used
- demonstrate the ability to identify the own need of additional knowledge and to develop the own skills.

Thesis (degree project)

For a bachelor's degree, the student must have successfully completed an individual assignment (degree project) of at least 15 HE credits within the framework of the required courses and the programme's main field of study.

Other

For a bachelor's degree with a certain specialisation, the specified requirements decided by each higher education institution within the framework of the

requirements in this qualification descriptor, should also apply.

2.2 Specific Expected Learning Outcomes for the Study Programme in Spatial Planning

The expected learning outcomes are that the students should acquire good basic scientific and practical knowledge and skills, to be able to function as a spatial planner or geographer on the public and private labour market.

Knowledge and Understanding

After completed education, the student should have understanding and knowledge of:

- the main fields of spatial planning and geography, and how they have influenced and still influence the development of society
- current legislation and ordinances governing the social progress
- spatial design, planning methods and programs as support in analysis and visualisation
- group dynamics and carrying out projects
- a specialisation in either spatial planning or geography
- current research questions concerning spatial planning, human and physical geography.

Skills and Abilities

Through the education, the student should have developed the skills and abilities to:

- formulate research questions, retrieve and critically evaluate information from
- relevant sources, and handle geographic information
- be able to critically analyse and discuss current issues in spatial planning and geography based on different perspectives
- demonstrate the ability to work in the different stages of a project e.g. the implementation stage in the spatial planning process
- to carry out assignments within given time-frames with applicable methods
- present the results orally and in writing (design of plans, popular and academic writing) and visualisation
- be able to account for and discuss the own expertise with others, both with and without expertise in the main field of study
- demonstrate the skills required in order to independently initiate, participate in and run the planning process and development projects through a degree project.

Judgement and Approach

After the education, the student should demonstrate the ability:

- to make assessments regarding current research issues in spatial planning and geography, based on ethical and democratic social values, and based on the professional role as a spatial planner or geographer
- to analyse and critically relate to knowledge processes and communication in society
- to continuously follow the knowledge development in the subject area, in order to acquire additional knowledge and permanently improve the own skills.

3 Description of the Programme

3.1 Main Fields of Study

The programme includes two main fields of study:

– Spatial Planning

The subject includes spatial planning of society, such as e.g. urban development and design, the rural area, traffic conditions and environment. Current legislation and regulatory frameworks following spatial planning are also included, and methods for implementing it. Spatial planning also includes parts of human geography, which provide different perspectives and understanding of the social, political and economic issues of society and their interrelation. Environmental issues dominate all parts concerning the spatial or social environment in order to create attractive sustainable life environments.

– Geography

The subject is usually divided into physical geography and human geography.

Physical geography concerns how the environment and landscape have been shaped, both through natural processes and human influence. Also the changes taking place today and in the long run, e.g. prevention of natural risks in spatial planning with e.g. analyses, modelling and visualisation of natural risks such as floods, landslides and the wind conditions. The human geography concerns the social, political and economic issues of society, and how they relate geographically to one another, locally as well as globally.

3.2 Teaching and Examination

3.2.1 Teaching

The educational view is based on the fact that all learning is an active dynamic process that takes place in collaboration between teachers and students. All teaching and supervision should be based on the fact that the student takes responsibility for the own studies and for active knowledge acquisition. Active learning implies that the theoretical and practical learning in the courses should be integrated as useful knowledge and skills in each individual. In that way, the student is given the opportunity of personal development, which is of great importance for the future profession and a lifelong learning. The student should also acquire preparedness to address changes and the ability to review the own knowledge in order to actively participate in the development and evaluation of the professional domain.

Different teaching and working methods will teach the student to actively seek knowledge, critical thinking and reflection, oral and written proficiencies and to use the scientific course literature. Starting the second year, the teaching may be given in English, where English course literature often occurs. Field trips occur and may lead to certain costs for the student. The progression in the programme occurs through a progressive specialisation in the chosen main field of study, both through in-depth subject studies and development of the academic approach, and through improved skills in relation to the future profession through project courses and the final degree project.

3. 2.2 Examination

A variety of examination formats are applied in the programme courses. The format is adapted to the different course requirements on examination formats. Written assignments, written and oral tests occur, individually and in groups. The design, extent and duration of the tests are adapted to the learning outcomes decided for the respective course. The learning outcomes and the examination should also be put in relation to the requirements on knowledge and skills in the working life.

3. 3 Placement

Placement at workplaces which give an insight in and preparation for the future profession is recommended. The higher education institution does not provide placement.

3. 4 Student Influence

There is a council for educational affairs linked to the programme, which consists of representatives from the industry, teachers and students. The council is advisory, and the faculty programme director is the chairman. Gefle Student Union appoints student representatives. Apart from the council for educational affairs, the students have the opportunity to participate in the higher education institution activities through representatives in the different boards, which according to ordinances should include student representatives.

3. 5 Internationalisation

In spatial planning/geography, there are opportunities for international exchange, both for students and for teachers. Högskolan i Gävle currently has exchanges in spatial planning/geography with Università degli Studi di Cagliari in Italy and Thompson Rivers University in Canada. In land-use planning, there is also opportunity for exchange with Universidad de Extremadura and Universidad Politécnica de Valencia in Spain, and Fachhochschule in Mainz and Fachhochschule in Munich in Germany, but these may extend the programme length. In the same way, Högskolan i Gävle may receive exchange students from the mentioned higher education institutions. Exchange studies are recommended for the spring semester of year 2 at the earliest, and a specific study plan should be established.

When there are exchange students or non-Swedish speaking lecturers, the programme courses are given in English. Assessment and credit transfer of courses studied abroad are handled by the subject coordinator in land-use planning at the Faculty of Engineering and Sustainable Development at Högskolan i Gävle.

3. 6 Sustainable Development - Technology and Society

An important starting point for the education is that the students within the programme must be able to view new technology from a social perspective. The student needs knowledge of and skills in managing products, processes and working environments with consideration to the conditions and needs of people, and to the goals of society concerning social relations, resource management, environment and economics. After the education, the student should be able to consider human-science and environmental requirements in problem-solving and product development, and have the qualifications to promote environmental friendly technology. Working methods teaching these abilities are therefore important elements of the education.

4 Courses in the Programme

The students have guaranteed admission to the courses in the programme. Course applications for the following semester must be submitted. Changes in the order of the courses may be done in consultation with in the programme-active students. Changes in the courses included in the programme are determined by the faculty board. Change of period when the course is given is determined at faculty level. Alternative choice of courses may be made in consultation with the faculty programme director, provided that the expected learning outcomes of the programme will be fulfilled.

If nothing else is stated, all programme courses are given on First-cycle level = F, Field of study: SP = Spatial Planning, GG = Geography, JU=Law and BY=Building/Building Technology.

Year 1

Period	Course Name	HE credits	Level	Main Field of Study
1:1	Introduction to Higher Studies	5	F	SP/GG
	Spatial Planning Introduction	10	F	SP
1:2	Cartography	7.5	F	SP/GG
	Design and CAD	7.5	F	SP/BY
1:3	Geo. Information Technology	7.5	F	SP/GG
	Human Geography	7.5	F	GG
1:4	Comprehensive Planning	7.5	F	SP
	Earth Science	7.5	F	GG

Year 2

Period	Course Name	HE credits	Level	Main Field of Study
2:1	GIT in Land Management	7.5	F	SP/GG
	Sustainable Spatial Planning	7.5	F	SP/GG
2:2	Spatial Detail Planning	7.5	F	SP
	Geovisualisation in Built	7.5	F	SP
2:3	Environmental Impact	7.5	F	SP
	Basic Property Legislation or	7.5	F	Surveying
	exchange studies	15	F	SP/GG
2:4	Environmental Geography	7.5	F	GG
	Design	7.5	F	SP/BY
	or			
	Exchange studies	15	F	SP/GG

Year 3

Period	Course Name	HE credits	Level	Main Field of Study
3:1	Urban Social Geography	7.5	F	SP/GG
	Physical Geography (or elective)	7.5	F	GG
3:2	Urban Studies (advanced course)	7.5	F	SP/GG
	RS & GIS Analysis in LM (advanced course) alt.	7.5	F	SP/GG
3:3	Regional Development	7.5	F	SP/GG
	Democracy and Ethics in the Spatial Planning Process (advanced course)	7.5	F	SP
	or			
	Natural Hazard and Risk Assessment (advanced course)	7.5	F	GG
3:4	Scientific Theory and Writing	7.5	F	SP/GG
	Degree Project in Spatial Planning <u>or</u> geography	15	F	SP/GG

5 Entry Requirements

General entry requirements, specific entry requirements 5 and the following specific entry requirements:

Subject	Course
Mathematics	Ma B
Social Studies	Sh A

The grade for each of the above subjects must be at least Pass.

6 Grades

Grades are given for courses included in the programme, according to the current course syllabus.

7 Examination Regulations

7.1 Title of Qualification

Bachelor of Arts

Filosofie kandidatexamen

7.2 Qualification Criteria

For a bachelor's degree in the main field of study of spatial planning or geography, the following applies:

- the programme courses should be successfully completed, and:
- the first year of compulsory courses, or equivalent transferred credits, must be successfully completed, at least 90 HE credits in the main field of study of spatial planning, two advanced courses in the main field of study of relevance to the degree project, of 7.5 HE credits each
- a course in Scientific Theory and Writing of 7.5 HE credits or equivalent is included, and a degree project of 15 HE credits in the main field of study of

spatial planning or geography has been successfully completed.

7.3 Degree Certificates

Students who fulfil the requirements for a higher education qualification should receive degree certificates on request. For each degree certificate, a diploma supplement describing the education and its place in the education system should be included (The Higher Education Ordinance chapter 6, section 15). The appendix is called Diploma Supplement. Diploma Supplement should facilitate recognition and credit transfer of a Swedish higher education qualification in employment and continued studies abroad, but also in Sweden.

8. Further Instructions

Interim Regulations:

Students admitted to the earlier years of the programme follow the earlier programme syllabi. Individual study plans are established by the faculty programme director for students admitted to the later parts of the programme and for students who have had approved leave from studies.