MSc in Inclusive Environments: Design and Management
For students entering in October 2006

Awarding Institution: The University of Reading
Teaching Institution: The University of Reading, Faculty of Science, Research Group for Inclusive Environments.
Programme Length: minimum 24 months; usual maximum 60 months
Programme Director: Dr Geoffrey Cook,
Date of Specification: June 2003
Board of Studies: MSc Inclusive Environments

Summary of Programme Aims:
The principal aims of the course are:
- to provide an inter-disciplinary, multi-professional approach to understanding the development of inclusive environments,
- to provide a state of the art curriculum which reviews the extent and commonality of needs of people on a pan-ability, pan-disability basis, when interacting with the built and wider environment,
- to demonstrate to professionals from differing fields, the relevance of common factors affecting the work they do and to experience the responsibilities and constraints placed on each others professions by legislation, acceptable practice and traditional methods.

Programme Content:
The MSc Inclusive Environments: Design and Management comprises up to eight Programme specific Modules which, will work in association with the other IGDS Programmes offered in the Faculty, namely, the MSc in Intelligent Buildings (IE) and the MSc in Corporate Real Estate and Facilities Management (CREFM). Appropriate Modules currently include Facilities Management, Sustainable Design, Construction and Operation, Intelligent Building Design, Culture of Living and Working.

Proposed Revised MSc Inclusive Environments: Design and Management

Core Modules - Number and Title	Dept/ School Number	Credits	Level	Elective Modules - Number and Title	Dept/ School Number	Credits	Level
Module 1 Introducing Accessibility and Inclusion	CEMIE 1	20	M	Module 5 Communication in the Built Environment	CEMIE 5	20	M
Module 2 Disability and Access Legislation	CEMIE 2	20	M	Module 6 Housing & Assistive Technology	CEMIE 6	20	M
Module 3 Transport	CEMIE 3	20	M				
Module 4 Inclusive Design	CEMIE 4	20	M				
Dissertation	CEMIE 7	60	M				

Part-time/Modular arrangements
Modules will be provided in three or four day attendance periods at the University, pre-course reading and post attendance assignment and examination.

Summary of teaching and assessment
The full detail of teaching and assessment in each module is given in the module descriptions.

Progression Assessment
The University's taught postgraduate marks classification is as follows:

Mark	Interpretation
70 – 100%	Distinction
60 – 69%	Merit
50 – 59%	Good Standard (Pass)

Failing categories:

40 – 49%	Work below threshold standard
0 – 39%	Unsatisfactory Work

For Masters Degrees
To pass the MSc, students must gain a mark of 50 in each module.

Students who gain an average mark of 70 or more will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 60 or more for the dissertation will be eligible for a Merit.

For PG Diplomas
To pass the Postgraduate Diploma, students must gain an average mark of 50* in each of four Modules, at least three of which must be Core Modules of this Programme.
Students who gain an average mark of 70 or more will be eligible for the award of a Distinction.
Those gaining an average mark of 60 or more will be eligible for the award of a Merit.

For PG Certificate
To pass the Postgraduate Certificate students must gain an average mark of 50* or more in three Core Modules of this Programme.

For All Modules (Core and Elective)
- All Modules are assessed by an assignment and an examination. A minimum of 40% must be achieved in both the assignment and examination. To pass a module candidates must obtain an aggregate of 50%.

A module cannot be credited for more than one award.

Modules may also be studied individually as part of a personal Continuing Professional Development programme.

In exceptional circumstances, brought about solely by the individual disability needs of a student (which must be agreed and approved by the University), satisfactory completion of a Module may be allowed without assessment by written exam under such circumstances. Some additional assessment will be necessary.

Admission Requirements
Admission to the Programme and to study for a Module as part of an individual personal CPD programme will be to applicants who normally would have a good, relevant, first degree or equivalent and at least two years suitable work experience. Applicants who do not hold a formal qualification to

degree level, but who are able to demonstrate considerable experience in the field of inclusive, accessible environments, may still be accepted onto Modules following an interview.

Duration of the Programme
The programme will be over a minimum of 24 months (maximum four Modules per year) and a usual maximum of 60 months. Continuation beyond the 60 month usual maximum period will be allowed only with the approval of the University given the individual circumstances of any particular case.

Support for Students and Their Learning:
University support for students is via the overall University facilities, such as IT services, Library, the University's Special Needs Advisor and the Counselling Services.

Support from the Research Group for Inclusive Environments will be provided through:
- the appointment of a personal tutor;
- the provision of a detailed Course Handbook;
- effective administration support;
- access to Research Group Resource Facilities (Books, publications etc.);
- Full internet support via the Internet Office set up by the current Programme (including advice on the use of, and exposure to information on, 'Blackboard');
- Full support (excluding financial support) in helping to arrange special needs assistance when participating in the Module and the assessment process.

Summary of the Educational Aims of the Programme:
The principal educational aims of the Programme are that the student will be able to:
- understand actual, rather than perceived, needs of users of buildings,
- assess the suitability of existing and proposed environments according to need and demands brought about by legislation, cost and other implications,
- critically appraise and, where appropriate, implement the design concepts of providing and maintaining inclusive environments,
- compare the interaction of other professionals in related areas and be aware of the demands and obligations placed upon them,
- understand and, where appropriate, challenge current practices and attitudes.

Programme Outcomes

Knowledge and Understanding	
A. Knowledge and understanding of:	Teaching/learning methods and strategies:
1. A basic understanding of user needs on a pan-disability/pan-ability basis and the factors which have a fundamental impact on the provision and management of such environments and the quality of life of Society as a whole.	Modules 1
2. To understand in depth the issues and organisations/individuals who play a fundamental role in the provision and management of inclusive environments and the effect of policy, legislative and design philosophy decisions on that provision.	Module 2 Module 3 Module 4
3. Selected related topics involved in development of inclusive environments to maximise the independence and quality of life for particular stakeholders in environments	Module 5 Module 6 Dependent on Elective Modules Selected
Assessment: • Assessment by individual assignments and examinations. • Varying weightings of assignments and examination depending on the Electives chosen. • Examinations for all Module will have a weighting of not less than 50%.	

Skills and Other Attributes

B. Intellectual skills: able to	Teaching/learning methods and strategies
1. Present an argument use credible research data and understanding of good practice for particular users needs. 2. Present and argue the importance and relevance of both qualitative and quantitative data in the development of inclusive, accessible environments and in the furtherance of extending overall quality of life for disabled and non-disabled people.	Experience in the presentation and argument of both individual and group views on related topics.
Assessment: • Assessment by individual essay assignments and examinations. • Varying weightings of assignments and examination depending on the Electives chosen. • Examinations for all Module will have a weighting of not less than 50%. • Satisfactory completion of the Dissertation	

C. Practical skills: able to	Teaching/learning methods and strategies
1. Interact, by written and spoken word and by actions with disabled people and those people, at all levels, responsible for the provision and management of inclusive , accessible environments.	All Modules
2. Understand and be able to demonstrate the ability to use equipment used in the assessment of adequacy in the provision of inclusive environments (assessing colour and luminance contrast, lighting, acoustics, design constraints in features of environments etc).	Module 1 Module 3 Module 4 Other Modules dependent upon Electives selected.
3. Undertake practical work in the form of the preparation of group and individual presentations, submitted practical access audits and the development of class based design projects.	Module 3 Module 4 Other Modules dependent upon Electives selected.

Assessment:
- Assessment (in terms of the practicality and professionalism of submitted information) by experts in the field and, where appropriate by nationally recognised professional bodies, for example members of the National Register of Access Consultants.
- Varying weightings of assignments and examination depending on the Electives chosen.
- Examinations for all Modules will have a weighting of not less than 50%.
- Satisfactory completion of the Dissertation

D. Transferable skills: able to	Teaching/learning methods and strategies
1. Write formal reports to communicate with users at various levels of understanding and in formats appropriate to the users being communicated with.	Assignments and presentations to various groups.
2. Demonstrate interdisciplinary, multi-professional working skills.	Group working in assignments and with collaborating organisations.
3. Demonstrate individual research skills (qualitative and quantitative)	Dissertation and assignment working
4. Use of the internet as a working, educational and learning tool.	Working on all Modules an in internet sessions during attendance on Modules
5. Undertake individual research.	

Assessment:
- Assessment by individual assignments and examinations.
- Varying weightings of assignments and examination depending on the Electives chosen.
- Examinations for all Module will have a weighting of not less than 50%.
- Satisfactory completion of the Dissertation