

## **MSc Development Planning**

**For students entering in 2007**

**Awarding Institution:**  
**Teaching Institution:**  
**Relevant QAA subject benchmarking group(s):**  
**Faculty of Economic and Social Sciences**

**The University of Reading**  
**The University of Reading**  
**Town and Country Planning**  
**Programme length: 12 months (full-time) or**  
**24 months (part-time)**  
**Date of specification: August 2007**

**Programme Director: Joe Doak**  
**Board of Studies: Postgraduate Programmes in REP**  
**Professional Accreditation: RTPI and RICS**

### **Summary of programme aims**

The aim of this degree is to prepare graduates for a career in town and country planning where they may be required to research and prepare policies and plans; negotiate and regulate development schemes; undertake community consultations; and present reports to committees and at public enquiries. In line with the academic strengths of the University of Reading Business School in real estate markets, investment and development, the MSc develops specialist knowledge and skills in 'development planning'. This focuses on planning as it engages with economic and property development processes at all levels, from the local to the European. The programmes allow students to concentrate on particular aspects of development planning to suit their interests and career aspirations (e.g. strategic, economic, environment, regeneration, or rural) and the opportunity to undertake in depth study in this area, albeit within a framework which emphasises integration.

### **Transferable skills**

The Royal Town Planning Institute and the Construction Industry Council have identified a number of generic transferable and intellectual skills that students are expected to have developed by the end of their professionally accredited programme of study. In following these programmes, students will have had the opportunity to enhance their skills relating to communication (both written and oral), information handling, numeracy, problem solving, team working, negotiation, leadership and use of information technology.

The MSc Development Planning programme is designed to ensure that students progressively develop these transferable skills throughout their studies, in parallel, and integrated, with acquiring the specialist planning knowledge, understanding and skills.

### **Programme structure and content**

The MSc Development Planning is designed within a 180 credit modular structure with seven 20-credit modules and a 40-credit Integrated Project. This credit weighting reflects the educational requirements of the Royal Town Planning Institute and the Royal Institution of Chartered Surveyors, which are in-line with the general University scheme.

For full-time students, the first part of the programme lasts up to the Summer Term examination period and students are required to take 7 modules, totalling 140 credits, in this period. Following an intensive induction period that includes a regional field visit (as part of the Planning Projects module), full-time students are required to study modules in the Built and Natural Environment and Planning for Places. In addition they begin the modules in Real Estate Economics; Planning Theory, Politics and Practice; and Planning Projects, which run over the Autumn and Spring terms. In the second term of the programme students are required to take Real Estate Development and select an option module (currently Economic Development in Practice, Property and Environment, Rural Policy and Planning or Regeneration). The Planning Projects module concludes with comparative project work during a European field visit (at the end of the Easter vacation). During the Summer Term, consolidation and revision periods for those modules that are examined are followed by the formal examination papers. The second part of the programme takes place after the examination period, although it is introduced during the Spring Term. During this period students work on their 40-credit Integrated Project reports, which are submitted in September.

Students undertaking the programme on a part time (day-release) basis complete the same modules, but in a slightly different sequence. In their first year they study Built and Natural Environment; Real Estate Economics; Planning Theory, Politics and Practice; and Real Estate Development. The second year involves completion of modules in Planning Projects; Planning for Places; their specialist development planning module; and the 40-credit Integrated Project.

The table overleaf sets out the full module list, showing the different development planning pathways.

### **Summary of teaching and assessment**

Teaching is organised in seven 20 credit modules and one 40 credit module; each credit representing 10 hours of student effort. The relationship between class contact in the form of lecture, workshop, seminar, tutorial and student centred learning in the form of individual research and project/case study is varied across all modules and is set out in the individual module descriptions. All modules are designed to deliver M level outcomes. Within each of these modules, the overall aim is for students to be able to understand the knowledge obtained and be critically aware of the theoretical and practical implications of the material.

Students will be assessed by a range of methods including formal examination papers and individual and group assignments including applied problem solving, essays, literature reviews, reports, presentations and projects. The formal examinations will take place in June. Students will have the right to re-sit any module once. Normally examination and assignment re-sits will be in early September. Any re-assessment in the Integrated Project would normally take place within one year.

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

<b><u>Mark</u></b>	<b><u>Interpretation</u></b>
70 – 100%	Distinction
60 – 69%	Merit
50 – 59%	Good standard (Pass)
<b><u>Failing categories:</u></b>	
40 – 49%	Work below threshold standard
0 – 39%	Unsatisfactory Work

### ***For Masters Degree***

To pass the MSc, students must gain a weighted average mark of 50 or more in modules worth 180 credits OR a weighted average mark of 48 or more in modules worth 180 credits and a mark of 50 or more in 90 credits. In addition the total credit value of all modules marked below 50 must be less than 55 credits with those marked below 40 not exceeding 30 credits.

Students who gain a weighted average mark of 70 or more over 180 credits and no mark below 40 OR who gain a weighted average mark of 66 or more over 180 credits and a mark of 70 or more in 90 credits and no mark below 40 will be eligible for the award of a Distinction.

Students who gain a weighted average mark of 60 or more over 180 credits and no mark below 40 OR who gain a weighted average mark of 58 or more over 180 credits and a mark of 60 or more in 90 credits and no mark below 40 will be eligible for the award of a Merit.

### ***For PG Diploma***

To pass the Postgraduate Diploma students must gain a weighted average mark of 50 or more in modules worth 120 credits OR a weighted average mark of 48 or more in modules worth 120 credits and a mark of 50 or more in 60 credits. In addition the total credit value of all modules marked below 50 must be less than 55 credits with those marked below 40 not exceeding 30 credits.

### Module List for MSc Development Planning

Module Code	Module Name	Credit Weight	Level	MSc Development Planning Pathways				
REMP01	Built and Natural Environment	20	M					
ECMFRE	Real Estate Economics	20	M					
REMP02	Planning Theory, Politics and Practice	20	M					
REMF07	Real Estate Development	20	M					
REMP03	Planning Projects	20	M					
REMP04	Planning for Places	20	M					
REMP05	Integrated Project	40	M					
REMP06	<i>Strategic Planning*</i>	20	M	<i>(Strategic)*</i>				
ECMEDP	Economic Development in Practice	20	M		(Econ. Devlt.)			
REMP07	Property and Environment	20	M			(Environment)		
REMP08	Regeneration	20	M				(Regeneration)	
REMP09	Rural Policy and Planning	20	M					(Rural)

\* *Strategic Planning option not available in 2007-08*

Students on the PG Diploma are eligible to gain a Distinction or Merit classification if they satisfy the rules outlined above for the MSc classifications with the exception that the weighted average concerned is over 120 credits and the dominant quality is 60 not 90 credits.

### ***For PG Certificate***

To pass the Postgraduate Certificate students must gain a weighted average mark of 50 or more in modules worth 60 credits OR a weighted average mark of 48 or more over 60 credits and a mark of 50 or more in 30 credits with the total of modules marked below 40 not exceeding 10.

All MSc Development Planning pathways offer PG Diploma and PG Certificate awards but ***these awards, in themselves, are not accredited within the University's partnership arrangements with the RTPI or RICS.***

### **Admission requirements**

Entrants to this programme are normally required to have obtained a good (normally upper second class honours) undergraduate degree in any cognate discipline.

**Admissions Tutor:** Gavin Parker

### **Educational aims of the programme**

The MSc Development Planning programme is a blend of academic rigour and applied practical analysis. The programme aims to provide students with the knowledge and skills necessary for successful careers in national and European planning and development agencies. It is accredited within the University's partnership arrangements with the RTPI and the RICS. The aims of the programme are to provide students with a structured learning framework and to ensure that the skill areas covered by the programme are applicable to a range of occupational and professional needs while relevant to other possible future career paths. It places emphasis on planning's relationship with development processes, leading to specialist understanding and skills in the area of 'development planning'.

### **Programme Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge, understanding and skills in the following areas:

#### **A. Knowledge and understanding of:**

The case for and against spatial planning and particular forms of spatial planning, assessing what can be learnt from past experiences of spatial planning in different socio-economic, cultural and political contexts.

The importance of design in creating high quality places and enhancing the public realm for the benefit of all in society (and evaluating the effectiveness of alternative design approaches in achieving this).

The importance of time in the planning process, realising how the short-term and longer-term consequences of planning decisions may impact differentially on those affected.

The concept of rights, including the balance between individual and collective rights, and the legal and practical implications of representing rights in planning decision frameworks.

Stakeholder involvement and public participation in the planning process and about engaging and communicating with (by appropriate and varied means) a diverse range of



#### ***Teaching/learning methods and strategies***

Acquisition of knowledge is promoted across the programme through directed reading, lectures, tutorials, seminars, case studies, role-playing exercises, field visits, guest lectures, other project-based assignments, and through individual tutoring with academic staff.

The use of Blackboard provides support to enable students to deepen their understanding and extend their knowledge.

Optional pathway modules and the Integrated Project allow students to develop in-depth understanding of particular aspects of development planning.

#### ***Assessment***

Most of the modules are assessed through a combination of assignment (in the forms identified earlier) and formal examination. The project-based modules are assessed through coursework assignments.

interests, including local residents and community groups, business people, commercial developers, politicians and protest groups.

The meaning of professionalism, including probity and adherence to independent informed judgement; the identification of clients and the duties owed to them; the concept of conflict of interests; and the importance of a commitment to lifelong learning to maintain and expand professional competence.

The role in the planning process of such skills as negotiation, mediation, and advocacy and the importance of team-working, often with other professionals, in an inter-disciplinary context.

The importance of resource issues (in particular, those concerning human and financial resources) and organisational management processes and initiatives in helping to deliver effective spatial planning, and acknowledging the need for personal flexibility, adaptability and self-management, as demonstrated in setting priorities, managing time, and knowing how and when to seek input from others.

The specialist area of 'development planning', including the ability to:

- Engage in theoretical and practical debate at the forefront of the area of specialism.
- Appreciate the social, economic, environmental and political context for the area of specialism.
- Evaluate the distinctive contribution potentially rendered by the area of specialism to the making of place and the mediation of space.
- Demonstrate mature understanding of the relationship within a multidisciplinary context of the particular area of specialism to other specialist areas of expertise.

**Skills and other attributes**

**B. Intellectual skills – able to:**

Generate visionary and imaginative responses to spatial planning challenges that are realistic and derive from substantial investigation and analysis of relevant data and other evidence.

Articulate such responses through coherent and integrated strategies, plans or programmes that combine creative direction for the future with credible means of implementation.



**Teaching/learning methods and strategies**

Practical projects, seminars, case studies and other exercises are the main but not the sole mechanisms for developing skills on the programme. The skills areas are those specified in the current (draft) RTPI Educational Policy Statement on Initial Planning Education (RTPI, 2003) and those produced for the Construction Industry Council's 'Common Learning Outcomes' (CIC, 1997).

Balance the significance of such strategies, plans or programmes, either in whole or in part, against other relevant factors that ought to be taken into account in reaching an individual planning decision.

Demonstrate effective research and appraisal skills, evident in data collection, investigation, quantitative and qualitative analysis, weighing evidence and reaching sound conclusions.



**Assessment**

Intellectual skills are assessed through a wide variety of approaches including essays, unseen examination papers, group projects, specialist exercises, presentations, tutorial & seminar papers, and reports.

**C. Practical skills – able to:**

Undertake the type and quality of initial skills that might reasonably be expected of a graduate in the specialist area of 'development planning', such as:

- strategy/plan preparation,
- financial appraisal,
- site planning,
- negotiation,
- grant-packaging and
- market analysis.



**Teaching/learning methods and strategies**

Practical projects, seminars, case studies and other exercises are the main but not the sole mechanisms for developing skills on the programme.

**Assessment**

These skills are primarily assessed through coursework, in the form of project submissions and final reports and through presentations.

**D. Transferable skills – able to:**

- Prepare and present a written report.
- Prepare and make an oral presentation.
- Participate in a forum where their own view(s) are subjected to peer group criticism.
- Engage in an activity requiring manipulation of numbers.
- Prepare and make a presentation involving graphical description.
- Engage in an activity requiring use of information technology.
- Obtain set goals whilst working in a group.
- Perform a set role within a group setting.
- Achieve set goals whilst chairing a group.
- Negotiate and progress the resolution of a dispute.
- Identify and codify the roles of individuals in a group at work.



***Teaching/learning methods and strategies***

Practical projects, seminars, case studies and other exercises are the main but not the sole mechanisms for developing skills on the programme. The Planning Projects module contains a number of exercises that develop and test these skills, although other modules also call upon students to use these transferable skills.

***Assessment***

Skills are primarily assessed through coursework, in the form of project submissions and final reports and through presentations.

**Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**