

**MSc/Postgraduate Diploma/Postgraduate Certificate in Inclusive Environments: Design and Management**  
**For students entering in October 2009**

Awarding Institution: The University of Reading  
Teaching Institution: The University of Reading  
Faculty of Science  
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	7	Module 5 Communication in the Built Environment	CEMIE 5	20	7
Module 2 Disability and Access Legislation	CEMIE 2	20	7	Module 6 Housing & Assistive Technology	CEMIE 6	20	7
Module 3 Transport	CEMIE 3	20	7				

Module 4 Inclusive Design	CEMIE 4	20	7				
Dissertation	CEMIE 7	60	7				

### **Part-time/Modular arrangements**

Modules will be provided in four or five day attendance periods at the University, pre-course reading and post attendance assignment and examination.

### **Progression requirements**

N/A

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

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

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

<b>Mark</b>	<b>Interpretation</b>
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 (MSc)**

To pass the MSc students must gain an average mark of 50 or more overall including a mark of 50 or more for the dissertation and have no mark below 40 in all six taught modules.

Students who gain an average mark of 70 or more overall including a mark of 60 or more for the dissertation will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 50 or more for the dissertation will be eligible for a Merit.

### **For PG Diplomas (PGDip)**

To pass the Postgraduate Diploma students must meet the requirements as follows:

#### **Route A:**

An average mark of 50 or more and no mark below 40 in all six taught modules.

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 a Merit.

#### **Route B:**

An average mark of 50 or more and no mark below 40 in CEMIE1, CEMIE2 AND CEMIE7, plus either CEMIE3 OR CEMIE4.

Students who gain an average mark of 70 or more, including a mark of 60 or more for the dissertation, will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more, including a mark of 50 or more for the dissertation, will be eligible for a Merit.

### **For PG Certificate (PGCert)**

To pass the Postgraduate Certificate students must gain an average mark of 50 or more and have no mark below 40 in three core modules.

### **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 and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme.

Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and the Student Services Centre. The Student Services Centre is housed in the Carrington Building and includes the Careers Advisory Service, the Disability Advisory Service, Accommodation Advisory Team, Student Financial

Support, Counselling and Study Advisors. Student Services has a Helpdesk available for enquiries made in person or online ([www.risisweb.reading.ac.uk](http://www.risisweb.reading.ac.uk)), or by calling the central enquiry number on (0118) 378 5555. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions on everything from accommodation to finance. The Carrington Building is open between 8:30 and 17:30 Monday to Thursday (17:00 Friday and during vacation periods). Further information can be found in the Student Diary (given to students at enrolment) or on the Student website ([www.reading.ac.uk/student](http://www.reading.ac.uk/student)).

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

<b>Knowledge and Understanding</b>	
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: <ul style="list-style-type: none"> <li>• Assessment by individual assignments and examinations.</li> <li>• Varying weightings of assignments and examination depending on the Electives chosen.</li> <li>• Examinations for all Module will have a weighting of not less than 50%.</li> </ul>	

## 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.	Experience in the presentation and argument of both individual and group views on related topics.
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.	

<p>Assessment:</p> <ul style="list-style-type: none"> <li>• Assessment by individual essay assignments and examinations.</li> <li>• Varying weightings of assignments and examination depending on the Electives chosen.</li> <li>• Examinations for all Module will have a weighting of not less than 50%.</li> <li>• Satisfactory completion of the Dissertation</li> </ul>
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<b>C. Practical skills: able to</b>	<b>Teaching/learning methods and strategies</b>
<ol style="list-style-type: none"> <li>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.</li> </ol>	All Modules
<ol style="list-style-type: none"> <li>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).</li> </ol>	Module 1 Module 3 Module 4 Other Modules dependent upon Electives selected.
<ol style="list-style-type: none"> <li>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.</li> </ol>	Module 3 Module 4 Other Modules dependent upon Electives selected.
<p>Assessment:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Varying weightings of assignments and examination depending on the Electives chosen.</li> <li>• Examinations for all Modules will have a weighting of not less than 50%.</li> <li>• Satisfactory completion of the Dissertation</li> </ul>	

<b>D. Transferable skills: able to</b>	<b>Teaching/learning methods and strategies</b>
<ol style="list-style-type: none"> <li>1. Write formal reports to communicate with users at various levels of understanding and in formats appropriate to the users being communicated with.</li> </ol>	Assignments and presentations to various groups.
<ol style="list-style-type: none"> <li>2. Demonstrate interdisciplinary, multi-professional working skills.</li> </ol>	Group working in assignments and with collaborating organisations.
<ol style="list-style-type: none"> <li>3. Demonstrate individual research skills (qualitative and quantitative)</li> </ol>	Dissertation and assignment working
<ol style="list-style-type: none"> <li>4. Use of the internet as a working, educational and learning tool.</li> </ol>	Working on all Modules an in internet sessions during attendance on Modules

5. Undertake individual research.	
Assessment: <ul style="list-style-type: none"> <li>• Assessment by individual assignments and examinations.</li> <li>• Varying weightings of assignments and examination depending on the Electives chosen.</li> <li>• Examinations for all Module will have a weighting of not less than 50%.</li> <li>• Satisfactory completion of the Dissertation</li> </ul>	

## Quality Assurance and Management

As required by the Engineering and Physical Sciences Research Council (EPSRC) under the Integrated Graduate Development Scheme (IGDS), the funding body of the MSc Inclusive Environments until 2004, the new Programme will continue to be managed by a Management Steering Committee (MSComm), chaired by Professor Peter Barker (JMU Access Partnership). Included in the current MSComm, are representatives from Industry, Medicine, Government, and organisations caring and supporting the needs of users. As required by the EPSRC, this group comprises at least 50% of the total committee with the remainder being drawn from academic contributors. The MSComm will continue to meet four times per year to assess the progress and content of the course and develop policy, relating to the logistics and operation of the course. This procedure will continue to ensure that the content, delivery and management of the course is regularly reviewed and monitored.

The current Advisory Panel (AP), also set up as part of the funding application, will also continue to meet twice yearly to ensure that the aims and overall objectives of the course meet the requirements of the various user groups involved, having regard to the unique and diverse nature of the programme. The Panel will continue to receive development reports from the MSComm and comment on the direction and applicability of Module content and potential changes in curriculum. The AP currently comprises eight members and, to date the following people have participated include:

- Miss Brenda Billington FRCS FFROphth Consultant Ophthalmologist, Royal Berkshire and Battle Hospital NHS Trust.
- Ms Ann Frye, Head of the Mobility Unit, Department of Transport, Local Government and the Regions.
- Sarah Langton-Lockton OBE BA Oxon, Director of The Centre for Accessible Environments.
- Wycliffe C Noble OBE FRIBA FRSA Consultant Architect to RADAR
- Professor Sir John Grimley Evans, Nuffield Department of Clinical Medicine, The University of Oxford.

**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.**