

## **MSc/ Postgraduate Diploma/ Postgraduate Certificate in Urban Planning & Development**

### **For students entering in 2010**

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Faculty:	Henley Business School
Relevant QAA subject benchmarking group(s):	Town and Country Planning
Programme length:	12 months (fulltime) or 24 months (part-time)
Date of specification:	July 2009
Programme Director:	Gavin Parker
Board of Studies:	Postgraduate Programmes in REP
Professional Accreditation:	RTPI

### **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. The MSc in Urban Planning and Development constitutes the fourth year of a 3+1 programme that is embedded within the Planning and Development specialisation of the BSc in Land Management. The programme can also be completed on a part-time (day release) basis over 24 months.

### **Transferable skills**

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

The MSc Urban Planning and Development 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. However, it should be recognised that many important skill areas have already been covered by students during their undergraduate studies, especially those relating to real estate development.

### **Programme structure and content**

The MSc Urban Planning and Development is designed within a 180 credit modular structure with five 20-credit modules, a 40-credit Planning Projects module and a 40-credit Dissertation. This credit weighting reflects the educational requirements of the Royal Town Planning Institute, which are in-line with the general University scheme.

For fulltime students, the first part of the programme lasts up to the summer term examination period and students are required to take 6 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, which runs over the autumn and spring terms), fulltime students

are required to study the module in Strategic Planning. They also begin Planning Theory, Politics and Practice and their Dissertation module, which runs over the whole year and is supported in the autumn term by the Research Methods module. The Planning Projects module continues through the spring term and concludes with comparative project work during a European field visit (at the end of the Easter vacation). Students are also required to select two option modules which will either be undertaken in the autumn or spring term. Students can choose two option modules from; Economic Development in Practice (autumn), Regeneration (autumn), International Planning One (autumn), Property and Environment (spring), or Countryside Planning and Policy (spring). During the summer term and vacation students continue with their Dissertation, which is submitted in September.

The table below sets out the full module list.

<b>Module Code</b>	<b>Module Name</b>	<b>Credit Weight</b>	<b>Level</b>
REMP02	<b>Planning Theory, Politics and Practice</b>	20	7
REMP13	<b>Planning Projects</b>	40	7
REMP06	<b>Strategic Planning</b>	20	7
REMF11	<b>Research Methods</b>	20	7
Various	<b>Development Planning Option 1</b>	20	7
Various	<b>Development Planning Option 2</b>	20	7
REMP10	<b>Dissertation</b>	40	7

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

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 Planning Theory, Politics and Practice, Strategic Planning and Research Methods and begin their Dissertation work. The second year involves Planning Projects and their two option modules, along with the continuing research on the dissertation, which is submitted in September.

### **Progression requirements**

None

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

Teaching is organised in five 20-credit and two 40-credit modules; 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 level 7 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 of each year. 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 or Dissertation would normally take place within one year.

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

<u>Mark</u>	<u>Interpretation</u>
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 Degree***

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. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits.

Students who gain an average mark of 70 or more overall including a mark of 60 or more for the dissertation and have no mark below 40 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 and have no mark below 40 will be eligible for a Merit.

***For PG Diploma***

To pass the Postgraduate Diploma students must gain an average mark of 50 or more. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits.

Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be eligible for a Merit.

The PG Diploma will not require the completion of the Research Methods or Dissertation modules. **It should be noted that the PG Diploma award is accredited within the University's partnership arrangements with the RTPI as it is an integral component of the four-year planning programme, which includes the BSc in Land Management.**

***For PG Certificate***

To pass the Postgraduate Certificate students must gain an average mark of 50. In addition the total credit value of all modules marked below 40 must not exceed 10 credits and for all modules marked below 50 must not exceed 30 credits. **The PG Certificate award, in itself, is NOT accredited within the University's partnership arrangements with the RTPI.**

**Admission requirements**

Entrance to this programme is only available to students who have successfully completed the relevant 'planning and development' routeway through the University's BSc in Land Management programme to honours standard.

Admissions Tutors:

Angelique Chettiparambil Rajan ([a.chettiparambilrajan@reading.ac.uk](mailto:a.chettiparambilrajan@reading.ac.uk)) – EU and UK

Alina Congreve ([a.congreve@reading.ac.uk](mailto:a.congreve@reading.ac.uk)) – Overseas

### **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 Programme Directors, School Senior Tutors, the Students' Union, the Medical Practice and the Student Services Directorate. The Student Services Directorate 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 website ([reading.ac.uk/student](http://reading.ac.uk/student)).

Students from the School of Real Estate and Planning have access to the Academic Resource Centre (ARC) located on the ground floor of the Henley Business School. This contains key planning texts, journals and a 'bank' of photocopied recommended reading. The collection is for reference only but there are photocopying facilities available. The School has bought access to specialised planning databases including 'Planex'. The ARC has its own staff who are available to assist and who can advise on bibliographic searching and /or use of electronic material. The room also contains government publications, reports, working papers, an archive of Berkshire local development and structure plans, and a collection of professional videos.

The specialist Law Library within the main library has a stock of about 26,000 volumes. It possesses a very complete collection of government documents including all parliamentary papers, public general acts and statutory instruments, and a wide selection of government publications on planning. The Library is a designated European Documentation Centre, taking a wide selection of European Union publications including the Official Journal and all Communications. The Short Loan Collection enables students to borrow books in strong demand overnight. Specialist staff are available to advise on subject areas. The Liaison Librarian for Real Estate and Planning is currently Gordon Connell – tel. 0118 378 7142 or email. [g.connell@reading.ac.uk](mailto:g.connell@reading.ac.uk).

The Map Library is housed in the Department of Geography and contains 60,000 items. It contains all British Ordnance Survey Thematic Series, and all topographic maps at 1:25,000 and smaller scales. Larger scale maps and negatives for reproduction are available for local areas, and there is an extensive international collection. The Map Library subscribes to the

Digimap online map service and maps and plans for selective areas can be downloaded and used by students in their project work.

The School of Real Estate and Planning has 50 machines specifically for use by planning and real estate students. All students are given an email address when they register and all the machines are networked allowing students free access to email and use of the World Wide Web. In addition to the School facilities all planning students have access to the University IT services. Furthermore, the Department of Geography has a computing lab and a strong interest and capability in Geographic Information Systems and in remote sensing.

All of the postgraduate planning modules make use of the University's Web-based learning resources delivered through the Blackboard facility. Students will be enrolled onto relevant modules and can use their ITS usernames and passwords to log on to the Blackboard system (at <http://www.bb.reading.ac.uk>).

### **Career prospects**

Students graduating from the postgraduate planning programme have been regularly employed by local authorities, government agencies and the largest and most prestigious firms of planning and property consultants including: RPS; Terence O'Rourke; Barton Willmore; Nathaniel Lichfield and Partners; Arups; WS Atkins; DTZ Debenham Thorpe, Drivers Jonas, GVA Grimley and CB Richard Ellis. Reading graduates have progressed to senior positions in these and other organisations both in the UK and around the world.

Additionally graduates have found employment with development companies (for example, Slough Estates, Countryside Properties, Berkeley Homes), voluntary sector organisations and the private corporate sector. Traditionally our students have had little difficulty in securing employment and, even during the recession, the vast majority of our graduates had secured employment or were undertaking further study within three months of the end of their programme.

Students who take the programme on a part-time (day-release) basis are employed by local planning authorities or planning and development consultancies. On graduation, they often move quickly into senior positions in their own organisations or with other employers. The 'development planning' specialism offered by the Reading programme regularly facilitates them in their early career path, as it provides sought-after knowledge and skills required in private and public sector planning work

### **Opportunities for study abroad or for placements**


The intensive nature of the fulltime 12-month MSc programme is not ideally tailored to study abroad, although MSc students can undertake a SOCRATES-funded block of study during the latter part of the summer term and summer vacation. The SOCRATES Programme is a European Union initiative to facilitate student mobility. It provides students with a chance to spend a recognised period of study (normally between 3 and 12 months) in another EU country. This would normally be linked to the student's work on the Dissertation. Grants are available to support the costs of such arrangements and details are available from Eamonn D'Arcy. There is also, of course, the compulsory attendance at the European field visit as part of the Planning Projects module.

**Educational aims of the programme**

The MSc programme is a blend of academic rigour and applied practical analysis, which builds on their three years of undergraduate study in Land Management. The programme aims to provide students with the knowledge and skills necessary for successful careers in national and European planning and development agencies. The MSc/Dip is accredited by the RTPI, whilst the BSc Land Management is accredited by the RICS within the University/RICS partnership arrangement. The aims of the programme are to provide students with a structured but flexible 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. The MSc programme places some emphasis on the attainment of knowledge, skills and experiential learning in research. Although students on the Diploma are not expected to gain this depth, basic research skills and understanding of methods are covered.

**Programme Outcomes**

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

<i>Knowledge and understanding</i>	
<p><b>A. Knowledge and understanding of:</b>                      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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>Stakeholder involvement and public</p>	<p style="text-align: center;"></p> <p><b>Teaching/learning methods and strategies</b>                      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.</p> <p>The use of Blackboard provides support to enable students to deepen their understanding and extend their knowledge.</p> <p>The Dissertation and its supporting Research Methods module allow students to develop in-depth understanding of a particular aspect of development planning.</p> <p><b>Assessment</b>                      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.</p>

participation in the planning process and about engaging and communicating with (by appropriate and varied means) a diverse range of 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.		
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<i>Skills and other attributes</i>		
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<p><b>B. Intellectual skills</b> – able to:</p> <p>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.</p> <p>Articulate such responses through coherent and integrated strategies, plans or programmes that combine creative direction for the future with credible means of implementation.</p> <p>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.</p> <p>Demonstrate effective research and appraisal skills, evident in data collection, investigation, quantitative and qualitative analysis, weighing evidence and reaching sound conclusions.</p>		<p><b>Teaching/learning methods and strategies</b></p> <p>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).</p> <p><b>Assessment</b></p> <p>Intellectual skills are assessed through a wide variety of approaches including essays, unseen examination papers, group projects, specialist exercises, presentations, tutorial &amp; seminar papers, the dissertation and reports.</p>
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<p><b>C. Practical skills</b> – able to:</p> <p>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:</p> <ul style="list-style-type: none"> <li>• strategy/plan preparation,</li> <li>• financial appraisal,</li> <li>• site planning,</li> <li>• negotiation,</li> <li>• grant-packaging and</li> <li>• market analysis.</li> </ul>		<p><b>Teaching/learning methods and strategies</b></p> <p>Practical projects, seminars, case studies and other exercises are the main but not the sole mechanisms for developing skills on the programme.</p> <p><b>Assessment</b></p> <p>These skills are primarily assessed through coursework, in the form of project submissions and final reports and through presentations.</p>
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<p><b>D. Transferable skills</b> – able to:</p> <ul style="list-style-type: none"> <li>• Prepare and present a written report.</li> </ul>		<p><b>Teaching/learning methods and strategies</b></p>
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<ul style="list-style-type: none"> <li>• Prepare and make an oral presentation.</li> <li>• Participate in a forum where their own view(s) are subjected to peer group criticism.</li> <li>• Engage in an activity requiring manipulation of numbers.</li> <li>• Prepare and make a presentation involving graphical description.</li> <li>• Engage in an activity requiring use of information technology.</li> <li>• Obtain set goals whilst working in a group.</li> <li>• Perform a set role within a group setting.</li> <li>• Achieve set goals whilst chairing a group.</li> <li>• Negotiate and progress the resolution of a dispute.</li> <li>• Identify and codify the roles of individuals in a group at work.</li> </ul>		<p>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.</p> <p><i>Assessment</i></p> <p>Skills are primarily assessed through coursework, in the form of project submissions and final reports and through presentations.</p>
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**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.**