

MSc in International Housing Development and Management (full-time)
For students entering in 2014/5

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Henley Business School at Univ of Reading
Programme length:	12 months
Date of specification:	16/Sep/2014
Programme Director:	
Programme Advisor:	
Board of Studies:	HBS Pre Exp BOS
Accreditation:	RICS, RTPI, CIH

Summary of programme aims

The course is aimed at those with a variety of backgrounds either already working or planning to work in the housing and residential sectors in different countries to pursue careers with developers, managers or with government organisations and NGOs. The course aims to give students an understanding of housing markets, housing finance and housing policy in a range of developing and developed countries in the context of processes of urbanisation. The course will also give students the skills and knowledge to understand the processes of residential development and management in order to be able to work in these sectors.

Transferable skills

The programme is designed to give students analytical skills that will be useful in the current and future employment in the residential development and management field.

Programme content

The course is proposed to be made up of a core element of 140 credits and an optional element of 40 credits. In the core, students will cover the basic knowledge and skills needed to be able to develop and manage housing. The options may be considered as offering specific specialist routes such as sustainability, planning, or development, but students should be free to mix these if it meets their individual needs. The dissertation on a housing topic is conceived as an integrating mechanism that enables students to bring together their knowledge and analytical skills derived from a number of modules and subjects by focusing on a specific housing issue that may be relevant to their country or future career path.

Core (140 credits)

Code	Title	Credits	Level
REMF28	Housing Economics	20	7
REMP40	International Housing Policy and Management	20	7
REMP25	Theories and Concepts in Planning and Development	20	7
REMP23	Urbanisation and Issues of Urban Governance	20	7
REMP29	Real Estate Development (Planning Focus)	20	7
REMP21	Research Methods 2	10	7
REMP28	Housing Dissertation	30	7

Optional modules

Code	Title	Credits	Level
REMP08	Regeneration	20	7
REMP16	Urban Design and Sustainability	20	7
REMP07	Property and Environment	20	7
REMFRE	Real Estate Economics	20	7
REMP24	Urban Planning and Governance; tools and techniques	20	7

Part-time or modular arrangements

Progression requirements

There is an interim examiners' meeting following the summer term examinations to assess the first 6 modules and to determine any re-sit requirements. The final examiners' meeting is in September. There is no progression requirement between the two examiners' meetings.

The award of the Postgraduate Certificate and the Postgraduate Diploma will be dependent upon the successful completion of 60 credits and 120 credits respectively at the same pass marks as for the Masters Degree. Students

will have the right to re-sit any module once normally within 12 months (the maximum mark recordable at re-sit being 50%).

Summary of Teaching and Assessment

Teaching is organised in mixture of 30, 20 and 10 credit modules with 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 descriptors. All modules are designed to deliver level 7 outcomes. Within each of these modules, the overall aim is to move towards students being able to understand the knowledge obtained and be critically aware of the theoretical and practical implications of the material. The 30 credit Dissertation module is designed to allow students to consolidate and integrate the knowledge obtained in the MSc and to apply it to a set of specific real world problems.

Students will be assessed by a range of methods including formal seen and unseen 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 May of each year. Students will have the right to re-sit any module once, normally by written examination, in early September. Dissertation re-sits within one year.

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 an average mark of 50 or more overall. 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 Diplomas

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.

For PG Certificates

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

Admission requirements

Entrants to this programme will be required to have obtained a good (normally upper second class honours) undergraduate degree in any cognate discipline. Relevant work experience (minimum of 2 years) may be taken into account when making offers. The IELTS score required for non-native speakers will be 7.0 with no component being less than 6.5.

Admissions Tutor: David Clapham Tel:0118 378 6460 email d.f.clapham@reading.ac.uk

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and

Experience Centre (CPEC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and 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 advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. 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 and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

The Academic Resource Centre contains a variety of information sources relevant to Real Estate-related programmes. It has a wide-ranging reference collection of textbooks, journals, property company reports and planning documents, which complements the material held in the Main University Library. The Academic Resource Centre also holds the Barbour Index microfiche files for Planning and Property Management, and a link to the on-line FOCUS databases provided by Property Intelligence plc. The School has significant computer facilities for the sole use of its staff and students.

Career prospects

Students are expected to gain employment with residential developers or managers in their respective countries. Residential development is a growing area in many countries and so employment prospects are good. Alternatively the programme will prepare students well for employment in national and local governments and NGOs working in the housing field.

Opportunities for study abroad or for placements

Because of the wide range of origins of students and their expected career outcomes the design of the programme does not allow for opportunities for placements or study abroad.

Programme Outcomes

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

1. Housing policy and the working of housing markets in different national and institutional contexts.
2. The residential development process in different countries and the management of housing stock.
3. The development of urbanisation and governance processes in different countries.
4. The processes of government intervention in housing such as through planning mechanisms.

Knowledge and Understanding

A. Knowledge and understanding of:

- The operation of housing markets and policy
- Forms of intervention in housing markets
- The residential development process
- The management of housing stock
- Theories of Planning and Development
- Planning practices, procedures and systems
- Governance practices, procedures and systems
- Spatial analysis tools and techniques and spatial relationships
- Global context of development and urbanisation
- Social problems and cities
- Planning and managing urban infrastructure
- Sustainability and the city
- Project and Portfolio management

Teaching/learning methods and strategies

Mixed Tutor-led sessions and student-led sessions, lectures, tutorials, seminars,
Forms of blended learning discussion forums, on-line exercises
Activity based learning techniques case-study based learning, role plays, problem-based exercises, GIS studios, debates field study
Critical Review Project

Assessment
Both formative and summative assessments
Emphasis on formative assessment for core modules
Emphasis on summative assessment for the Critical Review Project and Placement Project.
Mix of formative and summative assessment for the option modules with balance depending upon the specific module chosen.
Adequate mix of both individual and group

assessments in order to develop corresponding transferable skills. The eight modules are assessed through similar weightings of assignment in the forms identified earlier and in some cases formal examinations.

Skills and other attributes

B. Intellectual skills - *able to:*

1. Integrate theory and practice
2. Collect and synthesise information / data from a variety of sources
3. Analyse and interpret data and information
4. Think logically and critically
5. Define, solve and/or advise on problems
6. Select and apply appropriate quantitative methods
7. Apply economic techniques of analysis.
8. Plan, execute and write a report in response to a specific 'client' brief
9. Adapt and apply knowledge and skills in a changing professional environment and in other fields
10. Comprehend and identify key issues in a complex situation Generate, broadly acceptable alternate solutions to complex problems and progress towards decision -making Navigate effectively and purposefully in complex and unfamiliar work environments

C. Practical skills - *able to:*

1. Locate information sources and select, assemble and present information in a variety of contexts
2. Collect, record, analyse and present statistical material
3. Use various methods of applied economic analysis
4. Write a 'plain-English' report
5. Write an effective CV

D. Transferable skills - *able to:*

1. Communicate effectively by oral and written means (also graphically subject to choice of option modules)

Teaching/learning methods and strategies

These skills are developed through lectures, tutorials, seminars, practicals, workshops, case studies, role-play exercises, IT-based exercises, site visits, guest lectures, other project-based assignments, and through individual consultation with academic staff and personal tutors. The programme is designed to progressively develop students' intellectual skills.

Assessment

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

Teaching/learning methods and strategies

Skills 1 and 2 are developed primarily in the project but the location, collection, collation and analysis of data is introduced in the first term in International Housing policy and Practice and are further developed in term 2 in, for example, Housing Economics. Skill 3 is developed primarily in Housing Economics. Skill 4 is embedded within assignments in a number of modules. Skill 5 is also embedded in the Careers process whereby individual informal tutorials with staff develop CVs and discuss interviews. The students also have access to formal CV writing sessions with colleagues in the careers department

Assessment

Skills 1 - 4 are primarily assessed through coursework, in the form of essays and/or practical projects. Skills 2, 3 and 4 are also assessed through unseen written examinations. Skill 5 is assessed informally by individual tutorials with staff as students go through the process of employment application and interview throughout the year.

Teaching/learning methods and strategies

The teaching and acquisition of these transferable skills is firmly embedded in the programme. For example, both written and oral communication is

2. Numerical skills including data collection and interpretation
3. Problem solving skills
4. Time / task management and team working skills
5. Competent use of information technology including some specialist software packages
6. Information handling
7. Autonomous learning - be able to undertake self-directed study
8. Career management skills

stressed in most modules and is a feature of all. Student led seminars are a feature of a number of modules and written communication is assessed also in Skill 2 is also developed in all modules in term 2 as all have a numerical analysis component and virtually all problem solving. Team working is developed in group projects and presentations. This also feeds into skill 7 which is primarily embedded in the project stream. There are no formal sessions to prepare students for the usual cycle of career presentations, applications and interviews but there is a strong informal network in the programme team who have a high level of links to employers and experience of advising on cognate careers and job applications and interviews. In addition to the informal careers advice provided by personal tutors, skill 9 is developed by a formal system of presentation skill seminars, psychometric testing and feedback from colleagues in the careers department

Assessment

As a result of this 'pervasive' approach to transferable skills, students' performance is assessed across the full range of skills throughout the programme on a module-by-module basis through coursework including practical projects when feedback is provided. Skills 2, 3, 6 and 7 are examined within the compulsory modules in Terms 1 and 2 in formal examinations and assignments.

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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.