MSc International Planning and Sustainable Urban Management (full-time)
For students entering in 2015/6

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:	25/Aug/2015
Programme Director:	Dr Angelique Chettiparambil Rajan
Programme Advisor:	
Board of Studies:	HBS Pre Exp BOS
Accreditation:	RTPI and RICS

Summary of programme aims
The aim of this degree is to prepare graduates for a career in urban planning and urban management primarily in the global South (but also in the global North in so far as they explicitly deal with issues in the South) by providing opportunities for upgrading knowledge and skills in a range of disciplines involving development studies, physical geography, economics, planning and real estate studies. The programme will allow for the development of both theoretical and practical learning through a mix of learning and teaching techniques that will be both classroom and field based. Core modules that ensure the acquisition of essential knowledge and skills for a profession in planning will be complemented by a range of option modules. The option modules will allow the development of interdisciplinary learning and appreciation while providing the flexibility to accommodate student interests, career aspirations and needs. Three key teaching and learning philosophies/strategies guide the programme design: internationalisation, interdisciplinarity and the bridging of theory-practice link. These are operationalised through the choice of content, teaching and learning strategies and more specifically, the two capping modules.

Transferable skills
The accrediting bodies that this programme will apply to (RTPI and RICS), have specified core transferable skills that must be acquired by students by the end of the course. The students will thus acquire transferable skills in communication (written and oral, formal and informal); team working; information acquisition and management; problem identification and problem solving; time management; leadership and decision making. Students doing the programme will develop these skills through active learning processes that address the learning outcomes for the different core, option and capping modules.

Programme content
The MSc in International Planning and Sustainable Urban Management (IPSUM) is based on a 180 credits modular structure with six 20-credits modules/module pairs, one 30 credits Interdisciplinary Critical Study Project and one 30 credits Placement module. The format fulfils the requirements of the accrediting institutions that this programme will apply to as well as University guidelines. Three modules of 20 credits each are central to the profession of planning and will therefore be compulsory. Students can choose three more 20 credits modules/module pairs from three disciplinary blocks within a total of five. At least one of these choices must be from the Real Estate block. This will allow students to explore at least one other discipline substantially different but relevant to Planning and Real Estate. The six core and option modules will be offered during Term 1 and 2. In Term 3, students will focus on developing critical thinking skills and cross-disciplinary appreciation by undertaking a desk based 'Interdisciplinary Critical Review Project' weighted for 30 credits. During the summer (July-September) students will focus on practical work-based skills by doing a placement project worth 30 credits either in an international context or within the UK, but in an organisation working on international issues. The report on this placement project will be submitted in September.

Compulsory modules

Module Code	Module Name	Credit Weight	Level
REMP23	Urbanisation and Issues in Urban Governance	20	7
REMP24	Urban Planning and Governance: Tools and Techniques	20	7
REMP25	Theories and Concepts in Planning and Development	20	7
REMP26	Critical Interdisciplinary Study Project	30	7
REMP27	Work based learning	30	7

Students must choose one module from the following list:

Module Code	Module Name	Credit Weight	Level
REMFRE	Real Estate Economics	20	7
REMF05	Real Estate Management	20	7
REMP29	Real Estate Development (Planning focus)	20	7

Option modules In addition, students must choose 20 credits of options from two of the packages below (to total 40 credits):

Development Studies
Either:

Module Code	Module Name	Credit Weight	Level
IDM087	Gender and Development	20	7
OR			
IDM066	Communication and Innovation in Development	10	7
and			
IDM045	Principles of Communication Design for Development	10	7
OR			
IDM092	Global Environmental Change and Development	20	7

Economics:

Module Code	Module Name	Credit Weight	Level
IDM075	Microfinance	10	7
and			
IDM093	Poverty, Wealth and Inequality	10	7
OR			
ECM161	Microeconomics for Developing Countries	20	7
OR			
ECM160	Macroeconomics for Developing Countries	20	7

Physical Geography

Module Code	Module Name	Credit Weight	Level
GG3AP	Air Pollution: Effects and Control	20	7
OR			
GG3CC	Climate Change	20	7
OR			
GG362	Water Resources	20	7

Planning

Module Code	Module Name	Credit Weight	Level
REMP19	Comparative International Planning Studies	20	7
OR			
REMP16	Urban Design and Sustainability	20	7
OR			
REMP07	Property and the Environment	20	7
OR			
REMP29	Real Estate Development (Planning Focus)	20	7
OR			
REMP40	International Housing Policy & Management	20	7

Part-time or modular arrangements

Progression requirements
None

Summary of Teaching and Assessment
Teaching and assessment will use a range of student led and tutor led techniques including lectures, tutorials, seminars, and forms of blended learning such as discussion forums and on-line exercises. Various other activity based learning techniques such as case-study based learning, field study, role plays, problem-based exercises,

GIS studios, literature review, debates and work based learning will also be used. Individual module descriptions detail out the specific learning techniques employed in each module.

Assessment for the programme is both formative and summative with more emphasis on the former for the core modules and on the latter for the Critical Review Project and the Placement Project. The three 20-credits modules offered as options will provide a mix of both formative and summative assessments, the balance of which will depend upon the specific module chosen. Care will be taken to ensure that there is an adequate mix of both individual and group assessments in order to develop corresponding transferable skills.

Marks interpretation and degree classification will follow the University guidelines for postgraduate courses. The MSc in International Planning and Sustainable Urban Management (IPSUM) will also offer a PG Diploma and PG Certificate awards upon satisfactory completion of corresponding credits. However these awards, in themselves, will not be accredited by the professional bodies.

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 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.

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.
In order to meet the RTPI's APC requirements candidates must demonstrate that they have met the indicative learning outcomes detailed in the RTPI's Policy Statement on Initial Planning Education. **These learning outcomes are covered by the core (non-option) modules on each of the MSc programmes and so these must be passed in order to pass the RTPI-accredited MSc programme.**

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: Dr Angelique Chettiparamb (a.chettiparambilrajan@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

In addition, REP has two dedicated IT labs housing 44 desktop workstations with access restricted to REP students. REP also has a dedicated Academic Resource Centre to cater to its own specific requirements. REP also runs a personal tutoring programme for all of its students. Students enrolled in the IPSUM course will have the same support. Further, this programme will also design and incorporate a tailored support programme in the induction week using support facilities in the university provided for international students.

Career prospects
The course will target those aspiring to an increasingly remunerative and competitive job market of urban planners, administrators and managers. They can be found in
- various public sector organisations such as local governments, regional governments and development authorities;
- private sector organisations such as private planning consultancy firms;
- non-governmental organisations such as charities, trusts and community based organisations;
- international organisations such as aid agencies and other international and multilateral organisations and universities and other research and learning centres.

Opportunities for study abroad or for placements
The course has a Placement component weighted at 30 credits. Opportunities for either an international placement or a UK based placement within an organisation working on international issues will be provided. Current network contacts will be mobilised in order to forge specific MoUs with universities/organisations within and without UK that can facilitate this. The resources of the International Office, RREF (Reading Real Estate Foundation) and other colleagues will also be mobilised for this. The Placement component will be complemented by compulsory assessed pre and post placement work that will prepare students for the profession both within the placement and beyond. Skills development in areas such as leadership, team working, time management, report writing, inter-cultural working etc will be included in this module.

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

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Knowledge and Understanding

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A. Knowledge and understanding of:

- 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
- Work based learning placement 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.

Skills and other attributes

B. Intellectual skills - *able to:*   **Teaching/learning methods and strategies**

- Appreciate, structure and use theoretical knowledge to enhance practice   *Assessment*
- Perform as a reflective practitioner
- Evaluate, Identify, explore and analyse urban planning and management problems
- 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:*   **Teaching/learning methods and strategies**

- Manage time effectively   *Assessment*
- Learn from feedback
- Appreciate and work across different cultural contexts
- Engage with numeric and discursive information effectively
- Manage and organise logistics
- Manage and organise own learning process.

D. Transferable skills - *able to:*   **Teaching/learning methods and strategies**

- Communicate clearly and fluently (written and verbal)   *Assessment*
- Debate and discuss issues in a group
- Present information coherently and persuasively
- Work effectively in a team
- Locate, retrieve and manage information
- Lead teams and projects and engage in decision making.

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.