MSc Spatial Planning and Development (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:	Prof Gavin Parker
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 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 inquiries. In line with the academic strengths of Real Estate and Planning at the University of Reading 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 programme allows students to pursue careers in the private and public sector and 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, the Royal Institution of Chartered Surveyors 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 Spatial 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.

Programme content

The MSc Spatial Planning and Development is designed within a 180 credit modular structure with six 20-credit modules and two 30-credit modules for Projects in Planning and the Integrated Study. 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 fulltime students, the first part of the programme lasts up to the summer term examination period and students are required to take five 20-credit modules and one 30-credit module, totalling 130 credits, in this period. Following an intensive induction period that includes a regional field visit, fulltime students are required to undertake the Urban Design & Sustainability module. In addition they begin the modules in Real Estate Economics; Planning Theory, Politics and Practice; and Projects in Planning (30-credits), which runs over the autumn and spring and into the summer term and also Strategic Planning (spring). In the second term of the programme students are required to take Real Estate Development (Planning Focus). In addition students choose one option module which may be undertaken in the autumn or spring term. Students can choose from; Regeneration (autumn), Comparative International Planning Studies (autumn), Property and Environment (spring), Rural Policy and Planning (Autumn) or International Housing Policy & Management (Autumn). The Projects in Planning module concludes with comparative project work during a European field visit (in the Summer term). 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 30-credit Integrated Study projects, which are submitted in early September.

Code	Title	Credits	Level
REMP16	Urban Design and Sustainability	20	7
REMFRE	Real Estate Economics	20	7

REMP02	Planning Theory, Politics and Practice	20	7
REMP29	Real Estate Development (Planning Focus)	20	7
REMP18	Projects in Planning	30	7
REMP17	Integrated Study	30	7
REMP06	Strategic Planning	20	7

In addition students must choose one of the following modules:

REMP19	Comparative International Planning Studies	20	7
REMP07	Property and the Environment	20	7
REMP08	Regeneration	20	7
REMP14	Countryside Planning and Policy	20	7
REMP40	International Housing Policy & Management	20	7

Part-time or 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 Urban Design & Sustainability; Real Estate Economics; Planning Theory, Politics and Practice; and Real Estate Development (planning focus). The second year involves completion of modules in Projects in Planning (30-credits); their specialist development planning module (20-credits); and the 30-credit Integrated Study.

Progression requirements
None

Summary of Teaching and Assessment
Teaching is organised in six 20-credit modules and two 30-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 May/June. Students will have the right to re-sit any module once. Normally examination and assignment re-sits will be in late August/early September. Any re-assessment in the Integrated Study would normally take place 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 Degree
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 and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall 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 or more. In addition the total credit value of all modules marked below 40 must not exceed 10 credits.
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.

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 the MSc programme and so, these must be passed in order to pass the RTPI-accredited MSc programme.**

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: Dr Richard Nunes - r.j.nunes@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

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: 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 post-graduate 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; Atkins; DTZ , Drivers Jonas Deloitte, GVA and CBRE. 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, Taylor Wimpey, Crest Nicholson, 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 an EU-funded block of study during the latter part of the summer term and summer vacation. The ERASMUS 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 Integrated Study. Grants may be available to support the costs of such arrangements. There is also, of course, the compulsory attendance at the European field visit as part of the Projects in Planning module.

Programme Outcomes

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

Knowledge and Understanding

A. Knowledge and understanding of:

1. 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.
2. 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).
3. 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.

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.

4. 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.
5. Stakeholder involvement and public 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.
6. 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.
7. 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.
8. 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.
9. 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.

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.

Skills and other attributes

B. Intellectual skills - *able to:*

1. 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.
2. Articulate such responses through coherent and integrated strategies, plans or programmes that combine creative direction for the future with

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 RTPI Educational Policy Statement on Initial Planning Education and those produced for the Construction Industry Council's 'Common Learning Outcomes'.

credible means of implementation.

3. 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.
4. 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:*

1. 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:
2. strategy/plan preparation,
3. financial appraisal,
4. site planning,
5. negotiation,
6. grant-packaging and
7. 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:*

1. Prepare and present a written report.
2. Prepare and make an oral presentation.
3. Participate in a forum where their own view(s) are subjected to peer group criticism.
4. Engage in an activity requiring manipulation of numbers.
5. Prepare and make a presentation involving graphical description.
6. Engage in an activity requiring use of information technology.
7. Obtain set goals whilst working in a group.
8. Perform a set role within a group setting.
9. Achieve set goals whilst chairing a group.
10. Negotiate and progress the resolution of a dispute.
11. 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 Projects in Planning 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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.