

Programme Specification

MSc in Inclusive Environments: Design and Management

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading, Faculty of Science, Research Group for Inclusive Environments.
Programme Length:	minimum 24 months; usual maximum 60 months
Programme Directors:	Keith Bright, Dr Geoffrey Cook, Dr Joanne Milner
For students entering:	February 2003
Date of Specification:	April 2002
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 programme content proposed is a consolidation and rationalisation of the current fourteen Module Programme currently being offered (see Appendix A). The new MSc Inclusive Environments: Design and Management will comprise up to eight Programme specific Modules which, as currently, will also 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	Credits	Level	Elective Modules - Number and Title	Credits	Level
Module 1 Introducing Accessibility and Inclusion	20	M	Module 5 Communication in the Built Environment	20	M
Module 2 Disability and Access Legislation	20	M	Module 6 Assistive Technology	20	M
Module 3 Transport	20	M			
Module 4 Inclusive Design	20	M			
Dissertation	60	M			

Part-time/Modular arrangements

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

Summary of teaching and assessment

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

Progression Requirements

- **Masters Award**

To obtain the Masters award a student must obtain 180 credits consisting of the four compulsory core modules, two elective modules and a Dissertation. In the usual part-time Modular pattern, there will be no formal interim progression stages. Failure to complete the Masters' award may allow the award of a Certificate or Diploma on the basis stipulated for these awards below.

- **Diploma Award**

To obtain the Diploma award a student must obtain 120 credits including at least three compulsory core modules.

- **Certificate Award**

To obtain the Certificate award a student must obtain 60 credits consisting of three compulsory core modules.

Note: 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.

Progression Requirements

Students must achieve an overall mark of at least 50% in each of the Modules taken and the Dissertation.

Only in exceptional circumstances, brought about solely by the individual disability needs of a student (which must be agreed and approved by the University), will satisfactory completion of a Module NOT include assessment by individual examination.

Where a Module is assessed by an assignment and an examination, a minimum of 40% must be achieved in both the assignment and examination with an aggregate of at least 50% being achieved in the assessment of the Module overall.

Summary of Teaching and Assessment

The Classification system used by the University for the overall degree is:

Grade	Meaning	% Mark
A	Distinction	70 and above
B	Merit	60-69
C	Pass	50-59
F	Fail	49 and below

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 follow the delivery method of the existing Programme namely, taken 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 is via the overall University facilities, such as IT services, Library, the University's Special Needs Advisor and the Counselling Services.

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 the Research Group Resource Facility (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.

Changes from Existing Programme

The current MSc in Inclusive Environments offers thirteen Modules with the successful participant being able to demonstrate the required standard in five Core Modules and three Elective Modules and a dissertation. To date, only ten Modules of the Programme as originally designed have been run. It was identified that some overlap was present in the Module delivery that was not, and could not have been, apparent when this unique Programme was originally developed. The proposal to consolidate the number of Modules available will address comments from the student feedback process that identified some overlaps.

Whilst the proposal will offer a streamlined number of Modules, with the content of Modules being better coordinated, the content and scope of the Programme does not vary substantially from the existing Programme - the alterations being very much a reconfiguration of content rather than a major change. Certainly, far less than 25% of the content of the Programme will be affected.

Programme Outcomes

Knowledge and Understanding	
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 Module 7 Module 8 Dependent on Elective Modules Selected
Assessment: <ul style="list-style-type: none"> • Assessment by individual assignments and examinations. • Varying weightings of assignments and examination depending on the Electives chosen. • Examinations for all Module will have a weighting of not less than 50%. 	

Skills and Other Attributes

B. Intellectual skills: able to	Teaching/learning methods and strategies
<div>1. Present an argument use credible research data and understanding of good practice for particular users needs.</div> <div>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.</div>	<div>Experience in the presentation and argument of both individual and group views on related topics.</div>
<div>Assessment:</div> <div><ul style="list-style-type: none">• Assessment by individual essay assignments and examinations.• Varying weightings of assignments and examination depending on the Electives chosen.• Examinations for all Module will have a weighting of not less than 50%.• Satisfactory completion of the Dissertation</div>	

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

D. Transferable skills: able to	Teaching/learning methods and strategies
<ol style="list-style-type: none"> 1. Write formal reports to communicate with users at various levels of understanding and in formats appropriate to the users being communicated with. 2. Demonstrate interdisciplinary, multi-professional working skills. 3. Demonstrate individual research skills (qualitative and quantitative) 4. Use of the internet as a working, educational and learning tool. 5. Undertake individual research. 	<p>Assignments and presentations to various groups.</p> <p>Group working in assignments and with collaborating organisations. Dissertation and assignment working</p> <p>Working on all Modules an in internet sessions during attendance on Modules</p>
<p>Assessment:</p> <ul style="list-style-type: none"> • Assessment by individual assignments and examinations. • Varying weightings of assignments and examination depending on the Electives chosen. • Examinations for all Module will have a weighting of not less than 50%. • Satisfactory completion of the Dissertation 	

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, Manager of the JMU Access Consultancy. 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.
- Raymond Turner, BAA plc

Appendix A

The Current MSc Inclusive Environments: Design and Management Programme

Core Modules

1. Developing Inclusive Environments
2. Disability and Access Legislation
3. Design (Spatial, Visual and Acoustic) and User Need
4. Communication and the Built Environment
5. Transport
- ♦ Dissertation

Elective Modules

6. Sensory Impairment - Design and Management of the Built Environment
7. Colour and Lighting in the Built Environment
8. Access Management - Duties, Responsibilities and Techniques
9. Assistive Technologies and User Need
10. Providing Assistance in the Home Environment
11. Accessible Housing
12. Design and Services for the Elderly in the Built Environment
13. Urban Planning, Disability and Access
14. Cognition., Learning and Using Built Environments

The current requirement for the award of an MSc (180 Credits) is the satisfactory completion of five Core Modules plus three Electives Modules (eight Modules at fifteen Credits each) and a dissertation (sixty Credits).