University of the West of England
BRISTOL

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	UWE
Teaching Institution	UWE
Delivery Location	Frenchay Campus
Faculty responsible for programme	Faculty of Environment and Technology
Department responsible for programme	Construction and Property
Modular Scheme Title	
Professional Statutory or Regulatory Body Links *Name of PSRB* *Type of approval* **Dates**	RICS
Highest Award Title	MSc Real Estate Management
Default Award Title	
Interim Award Titles	PG Diploma Real Estate Management PG Certificate Real Estate Management
UWE Progression Route	
Mode(s) of Delivery	Full time; Part-time; Part-time (Distance Learning)
Codes	**UCAS:** **JACS:** **ISIS2:KN4112** **HESA:** KN4112 (FT/PT) KN4A62 (DL)
Relevant QAA Subject Benchmark Statements	
CAP Approval Date	
Valid From	September 2013
Valid until Date	
Version	2

Part 2: Educational Aims of the Programme

The aim of the programme is to impart a practical and theoretical understanding of real estate valuation, appraisal, development and management to a level that allows students to examine critically current practice and apply, at an advanced level, contemporary theory and techniques to issues that face general practice surveyors. It seeks to equip postgraduate students with a programme of advanced study necessary to practice real estate.

The course seeks to broaden the student's knowledge in areas highlighted by the professional bodies, such as management and finance, whilst deepening knowledge in those fields regarded as core to the general practice surveyor such as valuation, appraisal and estate management. Team-working is developed through collaborative working and problem-solving in groups.

The programme stresses the importance of academic rigour in relation to all work undertaken and particularly in relation to the research-based modules. An understanding of research approaches and methodologies is developed through a scheme-wide research module followed by a 60-credit dissertation.

Specifically, the objectives of the programme are to
- combine a critical analysis of practice-based work with a detailed review of emerging concepts and techniques in real estate valuation, appraisal, development and management,
- provide a route to advanced concepts in real estate valuation, appraisal, development and management;
- broaden knowledge in those fields highlighted by the professional bodies as important,
- develop research and analysis skills
- develop the knowledge and skills to:
experience personal growth and development; analyse the factors which enable an organisation to make sense of its environment and shape appropriate responses to it; critically evaluate, select and use analytical and problem solving tools, techniques and frameworks in support of effective managerial decision making and improved organisational performance; analyse and evaluate financial information and how it can be applied to managerial decision making; be effective in making presentations, managing learning, time management, communication, leadership and team-working.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students will be able to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
A Knowledge and understanding of 1. to explain and critically analyse the economic environment of the UK real estate market, including the basic legal structures, physical features and planning systems	Teaching/learning methods and strategies: Acquisition of knowledge of outcomes 1-4 is promoted across the programme through lectures, tutorials, seminars, case studies, IT-based exercises, site visits, guest lectures, project-based assignments, and through individual consultation with academic staff.

Part 3: Learning Outcomes of the Programme	
2. to explain and critically analyse the economic and financial framework of real estate markets 3. to evaluate the financial markets within which real estate markets are formed and to use quantitative techniques effectively to appraise assets 4. to understand and make connections between the specialist topics of Property Law, Real Estate Valuation and Appraisal, Planning, Development, Land Management and Property Investment Management	Assessment: Testing of the knowledge base is through a mixture of assessed projects, coursework, oral presentations, debates, and viva.

B Intellectual Skills	
B Intellectual Skills 1. to judge and evaluate the quality (validity, reliability and generalisability) of evidence which is used to support claims about theory and current problems in practice, 2. to demonstrate understanding of methodologies applicable to their own research, 3. to appreciate the complexity of policy issues and the role of values in their definition and solution, 4. to tolerate and operate within an environment of uncertainty, 5. to formulate, present, and debate complex ideas, and engage with contested concepts,	Teaching/learning methods and strategies: Skills , 1, 3, and 4 are introduced in an exercise during the induction to the programme, which is directly linked to the work carried out in the research module (Research for Policy and Practice) and, later, the Dissertation. These skills are seen as the basis for the work carried out on the M level modules generally. Skills 2 and 7 are specifically developed in Research for Policy and Practice and the Dissertation, where students review the work of others as part of developing their own research proposal and then carrying it out. Students are also encouraged to evaluate the research methods used when reviewing the literature during many of the modules. Skill 5 is developed in many modules, for example, Real Estate Law and Strategic Management, and Real Estate Investment and Development
6. to reflect on their own educational progress, and professional practice, 7. to demonstrate originality in the use and application of research	Assessment: A variety of assessment methods are employed. Many modules test the learner's ability to demonstrate these skills, but particular examples are: skills 1 and 2 are assessed in Research for Policy and Practice and the Dissertation; skills 3 and 4 are assessed in Real Estate Investment and Development, and skill 7 in the Dissertation

C Subject, Professional and Practical Skills	
C Subject, Professional and Practical Skills	Teaching/learning methods and strategies:

Part 3: Learning Outcomes of the Programme	
1. to demonstrate the acquisition of such Real Estate and Business Management professional skills as are specified in the learning outcomes of the modules, 2. to critically evaluate, select, and use analytical and problem solving techniques and frameworks to support effective managerial decision-making in complex and unpredictable situations, 3. specifically, to locate information sources; select, assemble and present information in a variety of contexts; to collect, record, analyse and present statistical material; and to use various quantitative techniques 4. to value a range of property assets, using a variety of approaches, and write a 'plain English' report.	Skill 1 is dependent on module specification. Skill 2 is developed in many modules. Skills 3 and 4 are developed primarily in project-based coursework and the Dissertation. The quantitative nature of several modules means that this aspect is introduced and developed widely (including in Real Estate Economics and Valuation, Research for Policy and Practice, and Real Estate Investment and Development). Assessment: Skills 1-4 are primarily assessed through coursework, in the form of essays, reports and/or practical projects, but are also assessed through individual presentations and/or viva.
D Transferable Skills and other attributes	
D Transferable Skills and other attributes 1. to communicate and present complex material effectively in both written and oral forms to specialist and non-specialist audiences, 2. to initiate and manage the research process, utilising appropriate methodologies, 3. to work effectively in teams, 4. to act autonomously in planning and implementing tasks at a professional level, 5. to self-direct and manage their own learning, exercising initiative and taking personal responsibility	Teaching/learning methods and strategies: With regard to skill 1 the development of oral communication skills takes place in all modules. In open learning the student contact sessions (classroom and webinars) are designed around discussion, and students are required to take part in the debates. Often, students are also asked to present their ideas as part of formative assessment for projects. Both these exercises and some written work are for specified audiences (e.g. the board of directors). Similarly, for skill 5, because of the nature of open learning, students are encouraged by staff, and supported by the independent learning materials to develop this approach to their study. Skill 2 is fully developed in Research for Policy and Practice and the Dissertation. An example of the development of skill 4 may be found in Real Estate Economics and Valuation Assessment: The written communication aspects of skill 1 are assessed in all modules, with the oral presentation skills being formally tested in, for example, Real Estate Planning and Development. For Distant Learning student to presentations will be conducted over the

Part 3: Learning Outcomes of the Programme	
	internet. Skill 2 is assessed by the Dissertation.

Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a **full time student**, including:
level and credit requirements
interim award requirements
module diet, including compulsory and optional modules

| ENTRY | Year 1 | Compulsory Modules
1. Real Estate Economics and Valuation (UBLMLF-30-M)
2. Real Estate Investment and Development (UBLMLW-30-M)
3. Real Estate Law (UBLMCG-15-M)
4. Strategic Estate Management (UBLMCH-15-M)
5. Managerial Finance for the Built Environment (UBLMKW-15-M)
6. Sustainability in the Built Environment (UBLMR4-15-M)
7. Dissertation (UBLLY7-60-M) | Optional Modules
None | Interim Awards

PG Certificate Real Estate Management

60 credits with at least 40 credits at Level M

PG Diploma Real Estate Management

120 credits with at least 80 credits at Level M

Target/highest Award:

MSc Real Estate Management
180 credits with at least 120 credits at Level M |

GRADUATION

Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a **part time** or **part time (Distance Learning) student**, including:
level and credit requirements
interim award requirements
module diet, including compulsory and optional modules

		Compulsory Modules	Optional Modules None	Interim Awards
ENTRY	Year 1.1	Real Estate Economics and Valuation (UBLMLF-30-M) Real Estate Investment and Development (UBLMLW-30-M)		**PG Certificate Real Estate Management** 60 credits with at least 40 credits at Level M

			Optional Modules None	Interim Awards
	Year 1.2	Real Estate Law (UBLMCG-15-M) Strategic Estate Management (UBLMCH-15-M) Managerial Finance for the Built Environment (UBLMKW-15-M) Sustainability in the Built Environment (UBLMR4-15-M) Dissertation (UBLLY7-60-M)		**PG Diploma Real Estate Management** 120 credits with at least 80 credits at Level M **Target/highest Award:** **MSc Real Estate Management** 180 credits with at least 120 credits at Level M

Part 5: Entry Requirements

The University's Standard Entry Requirements for Masters Qualifications apply with the following exception:

Mature students without the educational background described above but who may be admitted subject to showing their experience and potential ability to cope with the requirements of the award.
In such cases, applicants will normally:

a) possess an appropriate educational background and provide evidence of appropriate ability in English Language and Mathematics,
b) be able to demonstrate that they have at least five years of appropriate experience
c) provide a satisfactory employer's reference confirming their experience and capability.

In addition to the above an applicant may be required to:

d) Provide an essay of at least 1,000 words, to a satisfactory standard on a topic selected by the Programme Leader,
e) satisfy at interview their potential suitability and ability to benefit from study on the programme.

Part 5: Entry Requirements
The programme focuses on UK practice and provides suitable education for RICS qualification, but applications are considered from international students who wish to have this focus, and who can satisfy the entry requirements and the Programme Team of their suitability.

Part 6: Assessment
Delete one of the following statements as appropriate A: Approved to University Regulations and Procedures
Assessment Map
The programme encompasses a range of **assessment methods.** These are detailed in the following assessment map:

Assessment Map for *MSc Real Estate Management*

		Type of Assessment*									
Instructions: *Add the Component (A or B) to the appropriate column for each Module Number and add the weighting for that assessment in brackets (as per the examples given)* *Add further columns as necessary**		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level M	Module UBLMLF-30-M						A 25		B 75		
	Module UBLMLW-30-M						A 25		B 75		
	Module UBLMCG-15-M						A 25		B 75		
	Module UBLMCH-15-M						A 25		B 75		
	Module UBLMKW-15-M						A 25		B 75		
Compulsory Modules Level M	Module UBLMR4-15-M								A 100		
	Module UBLLY7-60-M									A 100	

*Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above.

Part 6: Assessment
The programme will be assessed using the current version of the University's Academic Regulations and Procedures

Part 7: Student Learning
Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the MSc Real Estate Management programme teaching is a mix of scheduled and independent learning. For the MSc:

Scheduled learning includes lectures, seminars, tutorials, webinars, project/coursework supervision, problem solving exercises based on "real world" scenarios and external visits. Scheduled sessions may vary slightly depending on the module choices made. All modules meet the University's requirements. For more information please see the module specifications.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the separate module guides. Students on the distance learning route way will also have work packages in-lieu of the face to face contact sessions of the traditionally taught route way. Scheduled sessions may vary slightly depending on the requirements of each module. All modules meet the University's requirements. For more information please see the module specifications.

Placement learning: Not applicable |
| **Description of Distinctive Features and Support**

Blended learning – use of traditional classroom based and internet based contact sessions. The internet webinars will be recorded thus allowing students to revisit the sessions as appropriate. Students will be expected to participate in the webinars, 4 hours per fortnight for 30 credit modules and 2 hours per fortnight for Managerial Finance for the Built Environment.

Distance Learning – there is no requirement for students on visit the campus. This route way will use a variety of up to date learning materials that are to be completed on line. Accordingly students will be able to study when it is most appropriate for them. In addition students are expected to participate in the webinars as above.

The new modules have been developed to allow students to gain a deeper understanding of the linkages between the core subjects; for example an appraisal/valuation of a property is not a purely technical task it must take to wider economy into consideration. Previous students have expressed their appreciation of incorporating "real life" situations into the teaching, thus |

Part 7: Student Learning

allowing them to apply theory. This style of teaching has been incorporated into the new modules.

All students will have access to the Programme Leader, Module Leaders, and Lecturers who will provide academic support. In addition the Student Advisors and support staff will provide advice on non-academic issues that may affect a student's ability to study. Additional support will be available for international students whose first language is not English.

Part 8: Reference Points and Benchmarks

Description of *how* the following reference points and benchmarks have been used in the design of the programme:

The programme is designed to be consistent with the qualifications descriptors set out in the National Qualification Framework issued by the Quality Assurance Agency for Higher Education. There are no relevant QAA subject benchmarks.

The programme is accredited by the Royal Institute of Chartered Surveyors

The FET teaching and learning policies apply to this programme.

Staff involved in research are linked to two research centres in the Faculty. The Construction and Property Research Centre relates to much of the area covered by this programme, but there are also links to the Research Centre for Sustainable Planning and Environment. Many of the module leaders are involved in research or consultancy concerning such issues as the implications of flexible working, customer satisfaction with facilities services, and monitoring changes in valuation patterns.

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 individual modules can be found in module specifications, available on the University's website.