



PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	University of the West of England, Bristol		
Teaching Institution	University of the West of England, Bristol		
Delivery Location	Frenchay Campus		
Study abroad / Exchange / Credit recognition			
Faculty responsible for programme	Environment and Technology		
Department responsible for programme	Architecture and the Built Environment		
Modular Scheme Title	Undergraduate modular scheme		
Professional Statutory or Regulatory Body Links	RICS RTPI		
Highest Award Title	BA(Hons) Property Development and Planning		
Default Award Title	None		
Fall-back Award Title			
Interim Award Titles	BA Property Development and Planning DipHE Property Development and Planning CertHE Property Development and Planning		
UWE Progression Route			
Mode(s) of Delivery	FT with Foundation Year SW with Foundation Year		
Codes	UCAS: K430	JACS:	
	ISIS2: K45G WFY – K45H (SW): K45H13 (FT)	HESA:	
Relevant QAA Subject Benchmark Statements	Town and Country Planning/Building and Surveying		
First CAP Approval Date	November 2016	Valid from	September 2017
Revision CAP Approval Date	7 Mar 2018	Revised with effect from	September 2018
Version	3		
Review Date	September 2020		

Part 2: Educational Aims of the Programme

The general aims of the programme are:

1. To provide students with a stimulating, high quality academic experience, interpreting the Faculty's inter-professional ethos in a specific and unique way by integrating the ingredients of professional education in town planning, surveying and property development.
2. The intention is to instill in students a sense of purpose and vision and to enable them to apply creativity and imagination to create better urban environments. The course therefore sets out to provide a coherent and balanced educational experience that will equip students with the knowledge and skills to address the issues of planned urban regeneration and property development in the context of the social aims of neighbourhood renewal and sustainability.
3. The programme also seeks to produce graduates with a creative inter-disciplinary approach to the solution of complex development problems. It aims to provide students with the vision and purpose to create better environments taking account of design considerations as well as financial viability.
4. The programme is accredited by the RICS

The programme begins with a year of foundation-level study to develop core skills and competencies required for subsequent years of the programme. This initial year has a strong multi-disciplinary focus since you will be working with a range of other students who are starting at this level from other programmes.

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<p>Part 3: Learning Outcomes of the Programme</p>
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The focus of the foundation year (level 0) is on the acquisition both of appropriate academic skills and relevant subject knowledge to allow students to develop and progress through levels 1, 2 and 3 in relation to knowledge and understanding, cognitive, subject specific and study skills.

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

[illegible]

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Part 3: Learning Outcomes of the Programme

[illegible]

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Part 3: Learning Outcomes of the Programme

[illegible]

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Part 3: Learning Outcomes of the Programme
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[illegible]

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Part 3: Learning Outcomes of the Programme

[illegible]

Part 4: Student Learning and Student Support**Teaching and learning 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 to 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 BA (Hons) Property Development and Planning (with Foundation Year) programme teaching is a mix of scheduled, independent and placement learning.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.

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 table below. Scheduled sessions may vary slightly depending on the module choices made.

Placement learning: includes a placement opportunity between levels two and three. Students are also encouraged and supported to find placement opportunities during and between programme levels.

Description of the teaching resources provided for students

Students will be provided with a variety of teaching and learning space, including lecture theatres, seminar rooms and studio space. Facilities are excellent, with much of the teaching and learning activity occurring in either new or refurbished accommodation.

All of the modules forming the programme will provide students with a dedicated online learning space (such as through Blackboard) that will enable teaching resources to be stored, viewed and/or downloaded. Discussion forums, and other such features, will also be encouraged. Lecture capture software will be used where appropriate.

Description of any Distinctive Features**1. Foundation study**

The programme begins with a year of foundation-level study to develop core skills and competencies required for subsequent years of the programme. This initial year has a strong multi-disciplinary focus since you will be working with a range of other students who are starting at this level from other programmes.

2. Professional recognition

This Programme is accredited by the Royal Institution of Chartered Surveyors (RICS). RICS is the principal institution for professionals entering the property surveying profession.

3. European Recognition

RICS is recognised in Europe and across the world as the gold standard in the property and planning professions.

4. Inter-professional ethos

There is an inter-professional core theme which runs through the course and promotes the understanding of issues between different built environment professionals. It develops the students' teamwork skills and gives them an understanding of the values and objectives of the other professional groups with which they will be working after graduation.

Part 4: Student Learning and Student Support

5. **Field courses**

The programme includes a residential field trip in year one which is based in the UK. There are other day trip opportunities across the UK as well.

6. **Modes of Study**

The programme may be studied over four years full time (including foundation year), or five years with a practice placement (Sandwich).

7. **Facilities**

Students have use of a Project Room in which they can use a range of resources, carry out project work and work in groups. The Faculty has a range of specialist learning facilities including computer/spatial analysis labs, multi-media facilities design studios all of which have specialist technical support.

8. **Optional Placement opportunities**

Students have the opportunity to take a placement year in industry after year 2. During the placement year students maintain links with Faculty staff and produce a reflective report and diary of their placement experience. This placement year can count as one year of the two years practical experience required to gain professional membership (the Assessment of Professional Competence or APC).

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

It is the Award Board's responsibility to determine whether the student's attainment at Level 0 is sufficient to progress to Level 1.

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

The assessment strategy enables the stated learning outcomes to be achieved and demonstrated. In essence, assessment through the programme is mixed and includes a range of methods, including essay-writing, report-writing, presentations, role playing exercises, and design projects. While the majority of assessment is directed to the individual student, some elements will require collaboration and team work. Module leaders will be responsible for communicating the expectations for a piece of assessment and will be expected to publish clearly defined criteria at the time when the work is set. Module leaders will be encouraged to develop strategies for the setting of formative work to help secure optimum levels of performance at the summative stage. Dates for the submission of work will be monitored and duly managed although students will be expected to adopt an effective time-management strategy of their own.

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Part 6: Programme Structure

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

ENTRY	Year 1 (Level 0)	Compulsory Modules	Optional Modules	Interim Awards
		UBLMLR-30-0 Context of Design and Development	None	120 credits at Level 0
		UBLMMA-15-0 Building a Professional		Successful completion of all level 0 modules required to permit progression to level 1.
		UBGMNR-15-0 Challenges Data and Solutions		
		UBGMPR-30-3 Environment and Sustainability		
		UBLMPA-30-0 Foundation Year Project		
	Year 2 (Level 1)	Compulsory Modules	Optional Modules	Interim Awards
		UBLLVV-30-1 The Context of Property and Development	None	CertHE Property Development and Planning
		UBLMWB-30-1 Commercial Property Appraisal		Credit Requirements: 240 credits
		UBLMAB-30-1 An Introduction to Building Construction		At least 100 credits at level 1 or above. 120 credits at level 0
		UBLMGN-30-1 Healthy Sustainable Communities		
	Year 3 (Level 2)	Compulsory Modules	Optional Modules	Interim Awards
		UBLMGJ-15-2 Professional Practice for the Built Environment	None	DipHE Property Development and Planning
		UBLLYE-15-2 Development Appraisal and Planning		Credit requirements: 360 credits
		UBLMUC-30-2 Development, Practice and Law		At least 100 credits at level 2 or above. At least 120 credits at level 1 or above. 120 credits at level 0.
		UBGMSV-30-2 Future Places		
		UBLMXT-15-2 Real Estate Economics		
		UBLMLT-15-2 Investment Valuation and Appraisal		

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Year Out: Students can choose UBLMG4-15-3 Workbased Research Project or UBLLYB-15-3 International Property Project (please note this module has capped student numbers).

Students who select to study through a placement are not required to study the module UBPMNE-15-3 Collaborative Practice in their final year of attendance.

Students who do not select to study through a placement can select between UBLMNE-15-3 Collaborative practice and UBLLYB-15-3 International Property Project (please note this module has capped student numbers).

	Compulsory Modules	Optional Modules	Interim Awards
Year 4 (Level 3)	UBLLYV-30-3 Dissertation A	UBLMNE-15-3 Collaborative Practice OR	BA Property Development and Planning
	UBLMGQ-30-3 Valuations	UBLMG4-15-3 Workbased Research Project OR	Credit requirements: 420 credits
	UBGLXQ-15-3 Achieving Design Quality	UBLLYB-15-3 International Property project	At least 60 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.
	UBLMG5-15-3 Development Finance		Target/Highest Award
	UBLMG8-15-3 Economic and Social Appraisal		BA(Hons) Property Development and Planning
			Credit requirements: 480 credits At least 100 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.

GRADUATION

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:

Applicants must possess Maths and English GCSE at Grade C or above.

Part 8: Reference Points and Benchmarks

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

1. The programme draws on the benchmark statements in Planning and Development as shown in the Learning Outcomes above (QAA Town and Country Planning, 2016; Construction, Property and Surveying, 2008).
2. Faculty and University policies on teaching, learning and assessment including a strong emphasis on formative work, skills development and innovative approaches to teaching and learning. The inclusion of foundation-level study allows the programme to help meet the university's goals concerning accessible and flexible learning.
3. The programme is underpinned by staff consultancy, professional practice and research.

The course team have excellent links with local employers who advise the course team on the content and structure of the programme.

The programme incorporates standard feedback mechanisms as applied through module evaluations provided on blackboard. In addition, programme staff encourage student involvement in relevant student surveys, such as the National Student Survey, and apply appropriate reflection and action in response. Students are encouraged to engage with the student representation system and are invited to help share best practice and resolve potential issues. Regular meetings with programme staff allow for innovation to be considered and shared.

As a professionally accredited programme, staff and students are under continuous review from the relevant professional body, the Royal Institution of Chartered Surveyors. As a vocational degree, employers are invited to help shape assessment and contribute to taught sessions where appropriate.

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First CAP Approval Date	November 2016			
Revision Approval Date	31 Jan 2017	Version	2	Link to RIA
	7 Mar 2018		3	Link to RIA (ID 4678)
Next Periodic Curriculum Review due date				
Date of last Periodic Curriculum Review				