

Section 1: Basic Data

Awarding institution/body: **UWE**

Teaching institution: **UWE**

Faculty responsible for programme: **FBE**

Programme accredited by: **IRRV**

Highest award title: **BSc (Hons) Real Estate (Valuation & Management)**

Default award title:

Interim award title: **DipHE Real Estate (Valuation and Management)**
CertHE Real Estate (Valuation and Management)
BSc Built and Natural Environments

Modular scheme title: **Faculty of the Built Environment UG Modular Scheme**

UCAS codes: **K440**

QAA subject benchmarking group(s): **Building and Surveying**

Valid until:

Valid from: **2004**

Authorised by: **UG Modular Scheme Director** Date:

Version code: **2**

Version year: **2005**

Section 2: Educational aims of the programme

The general aims of the programme are:

1. To prepare students for employment in the property profession in either the public or private sectors.
2. To provide students with a good general education experience within the environment of higher education
3. To provides access opportunities to surveying students with the potential to succeed in general practice
4. To provide the opportunity for students to obtain and apply knowledge and skills to enable them to play their role in society in shaping a secure and sustainable future
5. To develop students' appreciation of the need for life long learning and continual professional development
6. To explore the future direction of change within the profession.

Section 3: Learning outcomes of the programme

A: Knowledge and understanding

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
<ol style="list-style-type: none">1. To explain the various economic and other local, regional and national factors which give rise to changes in demand and supply of property and related professional services2. To appreciate the role property professionals play within the wider context of the built environment and society as a whole3. To describe the legal, financial and physical constraints within which General Practice Surveyors and Valuers practice in both the public and private sectors4. To appreciate the objectives, values of and constraints placed upon other built environment professionals with whom they will be working5. To demonstrate an understanding of the factors affecting the condition and performance of buildings and approaches to the repair of both residential and commercial property assets6. To explain the principles of measuring, managing, valuing and marketing property assets, in order to meet the ever-changing needs of the profession and their clients.7. To demonstrate knowledge about the development process, and the role that both the public and private sectors play including partnership initiatives8. To demonstrate a knowledge of the basis of property taxation and related valuation issues and the role that central and local government play in the process9. To appreciate the business environment in which the residential and commercial property sector operates10. To demonstrate an understanding of sustainability and the contribution of design and construction elements to the form of the built environment	<p>These outcomes will be achieved mainly through lectures, tutorials and the formative work including reading and a range of tutorial exercises associated with the individual modules. Students will work with students from other programmes within the Faculty to give them a broad appreciation of the context and the roles played by built environment professionals within it.</p> <p>Students will consolidate their practice knowledge by appropriate practical activities.</p> <p>Assessment</p> <p>Knowledge and understanding is assessed through appropriate forms of assessed coursework and written examinations, both seen and unseen. Oral presentations, projects and practical assignments are used as appropriate in some modules to test students' ability to explain and apply knowledge and concepts.</p>

B: Intellectual skills

By the end of the programme, the student should be able:

1. To identify and summarise the main points in a given text, talk or question including the logical structure of a statement, or series of statements, including any basic logical flaws
2. To respond effectively to the standard cues contained in academic assignments (e.g. describe, compare, contrast, assess).
3. To distinguish between a claim and the reasons (including the evidence) used to support it; recognise empirical, normative and formal claims and frameworks
4. To specify and analyse a situation or problem, using appropriate concepts and frameworks
5. To evaluate critically evidence and alternative points of view in relation to a given topic or issue
6. To construct a reasoned argument relating to a given topic or issue
7. To define and justify a research problem, question or hypothesis, showing its relevance to policy and/or current debate
8. To review and interpret evidence critically and systematically, taking account of its reliability, validity and significance
9. Independently and in teams to create new/imaginative ideas and solutions to problems
10. To synthesise ideas and information from a variety of sources in reaching judgements about issues, problems and solutions

Teaching/learning methods and strategies

Intellectual skills are developed using a variety of methods. These include interactive tutorial sessions, discussion periods and workshops focusing on problem solving and critical review. Research skills are developed in relevant coursework as well as in the level 2 inter-professional module and the preparation for the level 3 independent project. Problem solving skills and the development of creativity are undertaken through formative and project work.

Students benefit from formative assessment in several modules, where the tutor provides feedback orally or in the form of written comments.

Assessment

Formative work will be introduced and feedback given to prepare students for summative assessment. Much of the level 3 assessment including the independent and inter-disciplinary projects require synthesis of ideas, problem solving and critical evaluation of evidence. Other level 3 coursework will also assess students' intellectual skills particularly in the areas of the application of law and valuation.

C: Subject, Professional and Practical Skills

By the end of the programme, the student should be able:

1. To define a design brief and design specification for solving a complex problem
2. To make effective use of observation techniques and approaches to information identification and retrieval as part of field study
3. To undertake property surveys including measurement techniques and property inspections
4. To make use of plans and maps at different scales
5. To examine, evaluate and report on the condition of appropriate buildings and make judgements about performance and repair of both residential and commercial property assets

Teaching/learning methods and strategies

A number of practical skills will be learned during the process of completing a project assignment. These include the carrying out of inspections and surveys of property. Field visits linked to module assessment, with external professional input, creates an environment where the student develops communication and other practical skills. European Property Management enhances this in a wider context. The use of plans and maps is introduced in level 1 planning material and consolidated in later modules including site based project work.

Assessment

This often takes the form of coursework requiring students to complete a report confirming the observations made in carrying out the inspection or survey. The recommendations show how the observations are interpreted, meeting the requirements of the brief or subject. Other practical skills will be tested in project work and practical examinations which require the application of these practical skills.

D: Transferable skills and other attributes

By the end of the programme, the student should be able:

1. To follow appropriate formats for essays and reports and produce written work with high standards of spelling, grammar, and word choice
2. To use appropriate methods for quoting and referencing sources
3. To demonstrate communication skills including oral presentations to different kinds of audiences, negotiation and teamworking skills
4. To arrange and present a set of numerical data in a structured and logical format (eg tables and graphs) and make valid statements interpreting the data
5. To use a range of ICT products including word processing, spreadsheets and e-mail and produce a range of simple computer graphics
6. To make use of an index, library catalogue, CD ROM, online databases and other standard information search tools
7. To make effective notes from lectures, tutorials, laboratories, field study surveys, documentary and other sources and manage an appropriate system for filing material

Teaching/learning methods and strategies

Teaching of transferable skills usually involves setting the students tasks which take the form of practical hands sessions. Skills requirements are often introduced through initial lectures and are consolidate via workshops and practical sessions which provide opportunities to practice. These skills are embedded in several modules within the programme, and assessment will often require these skills to be practiced and further developed over all 3 levels of the programme.

Assessment

Many of these learning outcomes, for example, written communication, are assessed in most of the programme's modules; where a specific skills is taught, developed and assessed, the individual listed outcomes will be found in different modules specifications.

Report and essay writing will demonstrate a high standard of spelling, grammar, and word choice and achievement in these areas will be considered in the marking of the coursework and examinations. Some other skills however, such as library use and referencing are required in order to complete much of the work and are not separately assessed. Presentation skills are assessed directly by oral presentations and vivas.

Section 4: Programme structure

FIGURE 1: AWARD STRUCTURE DIAGRAM

BSc (HONS) REAL ESTATE (VALUATION & MANAGEMENT)

Recommended Routeway for FT Students

YEAR 1

SEM 1	Business Economics & Management for Construction UBIL6Y-20-1	Introduction to Law & Planning Practice UBCLDT-20-1	Process Development UBIL75-10-1	Property Law A UBLL7D-10-1	Real Estate Appraisal A UBLL7E-20-1	Building Construction UBLL79-20-1	Real Estate Project UBLL7F-10-1	Information Management for the Built Environment UBIL74-10-1
SEM 2								

YEAR 2

SEM 1	Property Business Studies & Finance UBLL7J-20-2	Property Management UBLL63-20-2	Building Defects & Property Surveys UBLL7G-20-2	Housing Law & Practice UBHLE5-20-2	Applied Valuations A UBLL8C-10-2	Agency UBLLHA-10-2		
SEM 2							Inter-professional Development Project UBIL76-10-2	

YEAR 3

SEM 1	Applied Valuations B UBLLET-20-3	European Estate Management UBLLEW-20-3	Strategic Asset Management UBHL6V-20-3	Administrative Law & Compulsory Purchase UBLL8P-20-3	Shared Elective	Independent Research Project UBLLFC-10-8	Inter-disciplinary Issues UBIL4N-10-3
SEM 2					Shared Elective		

The programme is designed to prepare students for employment in a wide range of jobs within the property professions, in the offices of estate agents, surveyors, property managers, auctioneers and valuers. Public and private sector professionals are increasingly required to work in partnership and to have a shared understanding of the concepts of 'Best Value' and 'Best Practice' related to property, including such matters as rating, taxation, finance, real estate valuation, property management and development. Graduates from this course will have developed the skills and knowledge necessary to work in both the public and private sectors.

The range and content of the award is designed to meet the current and future demands of the profession by providing the student with a detailed understanding of the acquisition, development, inspection, disposal and management of property. It emphasises and builds upon the core subjects of valuation, property inspection, law, valuation and management. The course also deals with public sector finance, management and rating and includes specific modules dealing with residential property issues as well as commercial aspects.

Level 1

Modules at level 1 provide the foundation and context within which the general practice surveyor and valuer operate and introduce a range of relevant subjects. Many of the modules are shared with other awards, and the material provides a common perspective of the built environment for students embarking on a variety of professional property-related specialisms. They incorporate a significant element of skills' development embedded within the modules and provide a common basis of knowledge, comprehension, application, and analysis, from which the specialist focus of this award develops.

Modules include Building Construction, Property Law, Real Estate Appraisal A, Business Economics and Management for Construction, the Process of Development, Information Management for the Built Environment and Introduction to Law and Planning Practice. The content of these modules is integrated through the Real Estate Project, which is taught only to this student group, and provides an opportunity for students to apply their skills and knowledge to a simulated agency case study.

Level 2

The level 2 modules build on the foundation gained in Level 1 modules. Core modules include Property Management, Building Defects and Property Surveys, Applied Valuations A, and Property Business Studies and Finance, Housing Law and Practice and an Inter-professional Development Project. The module Applied Valuations A is taught only to this award. Students will also take two from a wide range of shared electives to broaden their studies.

Placement year

Students completing 200 credits with at least 90 credits at level 2 may elect to complete a sandwich year. On successful completion of the placement they will receive placement credit towards the sandwich award.

Level 3

This level of study further enhances the core areas and provides a European dimension and an opportunity for independent research. Core modules include Applied Valuations B, European Estate Management, Housing Asset Management, Administrative Law & Compulsory Purchase, Agency and Marketing and Independent Research Project; and from the Interdisciplinary field Inter-professional Issues. Students will have the opportunity to visit a European city within the European Estate Management module.

The three Award specific modules are Applied Valuations B, Administrative Law & Compulsory Purchase and Agency and Marketing. The Independent Research Project is also specific to this award.

Core modules

Level 1

UBLL79-20-1: Building Construction (20)

UBIL6Y-20-1: Business Economics & Management for Construction (20)

UBIL74-10-1: Information Management for the Built Environment A (10)

UBCLDT-20-1: Introduction to Law and Planning Practice (20)

UBLL7E-20-1: Introduction to Property Appraisal (20)

UBLL7D-10-1: Property Law A (10)

UBLL7F-10-1: Real Estate Project (10)

UBIL75-10-1: The Process of Development (10)

Level 2

UBLLHA-10-2: Agency (10)

UBLLHB-20-2: Applied Valuations A (20)

UBLL7G-20-2: Building Defects and Property Surveys (20)

UBHLE5-20-2: Housing Law and Practice (20)

UBIL76-10-2: Inter-professional: Development Project (10)

UBLL7J-20-2: Property Business Studies and Finance (20)

UBLL83-20-2: Property Management (20)

Level 3

UBLL8P-20-3: Administrative Law & Compulsory Purchase (20)

UBLLET-20-3: Applied Valuations B (20)

UBLLEW-20-3: European Estate Management (20)

UBLLFC-10-3: Independent Research Project (10)

UBIL4N-10-3: Interdisciplinary Issues (10)

UBHL6V-20-3: Strategic Asset Management (20)

Optional modules

Students must choose 20 credits of Shared Electives

20 Credits Shared Electives

Placement

120 P credits

Placements

Target Award

BSc (Hons) Real Estate (Valuation & Management)

360 credits of which not less than 100 must be at level 3 or above, not less than 100 at level 2 or above and 140 at level 1 or above.

Default Award

Interim Awards

BSc Built and Natural Environments

300 credits of which at least 60 must be at level 3, a further 100 at level 2 or above and a further 140 at level 1 or above

CertHE Real Estate (Valuation and Management)

120 credits of which not less than 100 are at level 1 or above

DipHE Real Estate (Valuation and Management)

240 credits at which not less than 100 are at level 2 or above and 120 are at level 1 or above.

Section 5: Entry requirements

In addition to the standard entry qualifications, applicants must possess Math and English GCSE at Grade c or above

See also the Standard faculty entry requirements apply.

Section 6: Assessment Regulations

The assessment regulations are as set out in the latest version of the University Modular Assessment Regulations.

The assessment regulations for the placement can be found in Volume 1 of the UG Modular Scheme documentation and can be accessed through the placements link above.

Section 7: Student learning: distinctive features and support

1. Accreditation

Prior to 2000 this programme was accredited for many years by the Incorporated Society of Valuers and Auctioneers (ISVA). The award provided a broad vocational education for students seeking to become general practice surveyors, working in property management, agency, investment and development. In January 2000 the ISVA merged with the RICS and the Faculty sought alternative accreditation which will allow the programme to continue with its distinctive flavour and to offer entry to the profession. In 2002 The Institute of Revenues Rating & Valuation's Education and Membership Committee agreed that graduates of the University's BSc (Hons) Real Estate (Valuation and Management) should be allowed entry to IRRV Graduate membership.

The Architecture and Surveyors Institute (ASI), which has now merged with the Chartered Institute of Building (CIOB) also accredits the programme.

In addition, students who complete the Real Estate degree programme and pass the two half module shared electives, Quality Assurance and Total Quality Management meet the full academic requirements for the corporate grade of member (MIQA) of the Institute of Quality Assurance.

2. European Recognition

The Council of the European Property Agents (CEPI) have approved the programme as satisfying their educational requirements

3. Inter-professional ethos

Students on the professional programmes within the Faculty all take a series of inter-professional modules which develop their team-working and presentation skills and give them an understanding of the values and objectives of the other professional groups with which they will be working after graduation.

4. Field courses

The programme includes a residential field week which is normally held in continental Europe. A number of day and over-night trips are also included within the programme to enhance the students' market awareness and practical skills

5. Shared Electives

Students may choose one or two modules from a wide range of options offered across the Faculty. These options include European languages, computer modelling, landscape design and multi-media presentation techniques to name a few of the 30 electives available.

6. 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.

7. Placement opportunities

Full-time students have the opportunity to take a placement year in industry. During the placement year students maintain links with Faculty staff and produce a reflective report and diary of their placement experience.

Section 8: Reference points/benchmarks

1. The Building and Surveying benchmarking statement

The learning outcomes were developed to meet the subject knowledge and understanding specified in the Building and Surveying Benchmark Statement. Specialist knowledge is gained in Valuation, Property and Housing Management. Subject and cognitive Skills are developed and demonstrated in tutorials, seminars, site visits, presentations and examinations. The programme requires students to work in groups, locating and extracting data, using appropriate equipment and commenting orally and in writing following analysis of problems.

2. The professional body requirements of the Institute of Revenues Rating and Valuation

The mix of subjects specified is reflected in the combination of modules that deal with the management of real estate in the private sector as well as in the 'not for profit' sector.

3. The educational requirements of the Council of the European Property Agents (CEPI)

Feedback from employers including the local employers group, professional external examiners and past students in relation to the requirements of employers

4. Staff research, consultancy and professional practice underpins many aspects of the programme.