



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	Architecture and the Built Environment	
Modular Scheme Title	Undergraduate Modular Scheme	
Professional Statutory or Regulatory Body Links	Confirmation of accreditation for this integrated programme is being sought	
Highest Award Title	BSc(Hons) Real Estate	
Default Award Title		
Interim Award Titles	BSc Real Estate DipHE Real Estate CertHE Real Estate	
UWE Progression Route		
Mode(s) of Delivery	Sandwich, Full Time with Foundation year	
Codes	UCAS:K44C	JACS:
	ISIS2: K460 WFY - K44C (SW); K44C13 (FT)	HESA:
Relevant QAA Subject Benchmark Statements	Building and Surveying	
For implementation from	September 2018	
Version	5	

Part 2: Educational Aims of the Programme

The general aims of the programme are:

1. To prepare students for employment in the property profession.
2. To provide students with a good general education experience within the environment of higher education.
3. To provide 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.

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Part 3: Learning Outcomes of the Programme	
<p>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.</p> <p>The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:</p>	
Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
<p>A Knowledge and understanding of how</p> <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 services. 2. To appreciate the role property professionals play within the wider context of the built environment and society as a whole. 3. To describe the legal, financial and physical constraints within which General Practice Surveyors and Valuers practice in both the public and private sectors. 4. To appreciate the objectives, values of and constraints placed upon other built environment professionals with whom they will be working. 5. 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 assets. 6. 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 initiatives. 8. 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 process. 9. To appreciate the business environment in which the residential and commercial property sector operates. 10. Demonstrate an ability to embrace the notion of sustainable development as an intrinsic element of practice witnessed across a range of modules studied on the Programme. 11. Apply a range of modelling techniques, as appropriate, to facilitate analysis of data in making reasoned judgements and, in particular, the emerging importance of Building Information Modelling (BIM) for clients, contractors and consultants in development scenarios. 12. To engage with and value the RICS core 	<p>Teaching/learning methods and strategies:</p> <p>These outcomes will be achieved mainly through lectures, tutorials and 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 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>

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Part 3: Learning Outcomes of the Programme	
competencies including sustainability, data management and accounting principles and procedures	
B Intellectual Skills	
B Intellectual Skills	Teaching/learning methods and strategies:
<ol style="list-style-type: none"> 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. 	<p>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.</p> <p>Students benefit from formative assessment in several modules, where the tutor provides feedback orally or in the form of written comments.</p> <p>Assessment:</p> <p>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.</p>
C Subject, Professional and Practical Skills	
C Subject, Professional and Practical Skills	Teaching/learning methods and strategies:
<ol style="list-style-type: none"> 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. 6. To examine the way in which ethics inform the role of the property professional. 	<p>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. International 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. Ethics are investigated within the context of close contact with GP chartered surveyors in practice.</p> <p>Assessment:</p>


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Part 3: Learning Outcomes of the Programme	
	<p>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.</p>
D Transferable Skills and other attributes	
<p>D Transferable Skills and other attributes</p> <ol style="list-style-type: none"> 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 team working skills. 4. To arrange and present a set of numerical data in a structured and logical format (e.g. 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. 	<p>Teaching/learning methods and strategies:</p> <p>Teaching of transferable skills usually involves setting the students tasks which take the form of practical hands-on sessions. Skills requirements are often introduced through initial lectures, and are consolidated 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 practised and further developed over all 3 levels of the programme.</p> <p>Assessment:</p> <p>Many of these learning outcomes, for example, written communication, are assessed in most of the programme's modules; where a specific skill is taught, developed and assessed, the individual listed outcomes will be found in different modules specifications.</p> <p>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. Negotiation skills are assessed through role plays.</p>

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Part 4: Programme Structure: Full Time

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 (Level 0)	Compulsory Modules UBLMLR-30-0 Context of Design and Development UBLMMA-15-0 Building a Professional UBGMNR-15-0 Challenges Data and Solutions UBGMPR-30-3 Environment and Sustainability UBLMPA-30-0 Foundation Year Project	Optional Modules None	Interim Awards 120 credits at Level 0 Successful completion of all level 0 modules required to permit progression to level 1.
	Year 2 (Level 1)	Compulsory Modules UBLLVV-30-1 Context of Property and Development UBLMWB-30-1 Commercial Property Appraisal UBLMAB-30-1 An Introduction to Building Construction UBLMGN-30-1 Healthy Sustainable Communities	Optional Modules None	Interim Awards CertHE Real Estate Credit Requirements: 240 credits At least 100 credits at level 1 or above. 120 credits at level 0

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	Compulsory Modules	Optional Modules	Interim Awards
Year 3 (Level 2)	UBLMGJ-15-2 Professional Practice for the Built Environment UBLMVC-15-2 Property Management UBLLXT-15-2 Rating and Taxation UBMLT-15-2 Investment Valuation & Appraisal UBLMUB-30-2 Examination and Evaluation of Existing Buildings UBLMNT-15-2 Landlord and Tenant UBLLYE-15-2 Development Appraisal and Planning	None	DipHE Real Estate Credit requirements: 360 credits At least 100 credits at level 2 or above. At least 120 credits at level 1 or above. 120 credits at level 0.
<p>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).</p> <p>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.</p> <p>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).</p>			

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Year 4 (Level 3)	<p>Compulsory Modules</p> <p>UBLLYV-30-3 Dissertation</p> <p>UBLMGQ-30-3 Valuations</p> <p>UBLMLC-30-3 International Property Management</p> <p>UBLMPS-15-3 Agency</p>	<p>Optional Modules</p> <p>UBPMNE-15-3 Collaborative Practice</p> <p>OR</p> <p>UBLMG4-15-3 Workbased Research Project</p> <p>OR</p> <p>UBLLYB-15-3 International Property Project</p>	<p>Interim Awards</p> <p>BSc Real Estate</p> <p>Credit requirements: 420 credits</p> <p>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.</p> <p>Highest Award</p> <p>BSc(Hons) Real Estate</p> <p>Credit requirements: 480 credits</p> <p>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.</p>
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GRADUATION

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Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions: Applicants must possess Math and English GCSE at Grade C or above

Tariff points as appropriate for the year of entry and up to date requirements are available through the [courses database](#)

Part 6: 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.

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 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 BSc (Hons) Real Estate 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: may include a practice placement, other placement, year abroad. This constitutes an average per level as indicated below.

Description of Distinctive Features and Support

The foundation year is common with a number of other Built Environment programmes which allows the flexibility for students to transfer between programmes in this subject area as is most appropriate to their emergent subject and/or their professional interests.

1. Professional recognition

Confirmation of accreditation for this integrated programme is being sought

2. European Recognition

Confirmation of accreditation for this integrated programme is being sought

3. 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

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Part 7: Student Learning

groups with which they will be working after graduation.

4. Field courses

The programme includes two residential field weeks, one in the first year and one in the final year. The final year field trip 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. Modes of Study

The programme may be studied over three years full time, four years with a practice placement (Sandwich), or five years day release from relevant employment (part time). Students may elect to transfer between modes of study.

6. Work Based Learning

There is an opportunity for part time students in relevant employment to take 30 credits of work based learning reflecting on their learning at work.

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

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.

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 Building and Surveying as shown in the Learning Outcomes above.
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.
3. The programme is underpinned by staff consultancy, professional practice and research.
4. The course team have excellent links with local employers who advise the course team on the content and structure of the programme through the Property Consortium that meets three times a year.

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FOR OFFICE USE ONLY

First CAP Approval Date	September 2015			
Revision Approval Date		Version	1	2810
	31 Jan 2017		2	4055
	16 Jan 2018		3	Link to RIA (ID 4576)
	29 May 2018		4	Link to RIA (ID 4678)
	29 May 2018		5	Link to RIA (ID 4773)