

**BSc Real Estate leading to Diploma/MSc in Planning  
For students entering Part 1 in 2011/2**

**UCAS code: K400**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Construction, property and surveying; Town and country planning
Faculty:	Henley Business School at Univ of Reading
Programme length:	4 years
Date of specification:	18/Apr/2013
Programme Director:	Dr Peter Wyatt
Programme Advisor:	
Board of Studies:	Henley Business School Board of Studies for Undergraduate Programmes
Accreditation:	Royal Institution of Chartered Surveyors Royal Town Planning Institute (four year programme)

**Summary of programme aims**

The BSc Real Estate coupled with an MSc in Urban Planning and Development is a combined four year, full-time programme leading to the award of a BSc in Real Estate after three years of study, and an MSc in Urban Planning and Development after an additional twelve months of study. This '3+1' programme is best seen as a prescribed pathway through the BSc in Real Estate (including the Development & Planning package in Part 3) followed by the MSc programme. Only students completing this designated pathway through the BSc programme and awarded the BSc with Honours (lower second class or better) are eligible to register for the MSc programme. This specification relates to the BSc part of the '3+1' programme.

The BSc programme is a blend of academic rigour and applied practical analysis. For students on the '3+1' programme, the BSc Real Estate programme is part of a concentrated and integrated education programme which seeks to combine the environmental, social and political awareness of planners with the market sense and commercial awareness of real estate surveyors.

The BSc programme aims to provide students with the knowledge and skills necessary for successful careers as chartered surveyors or as related professionals; to enable students to engage confidently with market and development processes; to emphasise the value of inter-disciplinary working; to provide students with a structured but flexible learning framework; and to ensure that the skill areas covered by the programme are applicable to a range of occupational and professional needs.

**Transferable skills**

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills. In following this programme, students will have had the opportunity to develop such skills, in particular relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

The Real Estate programme is designed to ensure that students progressively develop these transferable skills throughout their studies, in parallel, and integrated, with acquiring more specialist knowledge, understanding and skills.

**Programme content**

The Degree is divided into three parts. In Part 1 of the programme students cover the fundamental principles of core subject areas including building, economics, law, investment appraisal and planning. A series of projects in real estate and planning enable students to develop skills and apply the knowledge gained through the taught modules. By the end of Part 2 all students have covered the required core material which is developed and expanded through a package of compulsory modules at Part 3 focussing on development and planning and totalling 80 credits. Students must choose additional modules to make 120 credits at Part 3.

The programme is taught in parallel with the BSc Real Estate and students on the four year '3+1' programme may choose to transfer to the more flexible three year BSc Real Estate programme at various stages during their studies.

The following profile lists the modules which must be taken at Parts 1, 2 and 3 of the programme (the compulsory parts), together with the modules normally available in Part 3 of the programme from which a student must make a selection. The number of credits for each module is shown after its title.

**Part 1 (three terms)***Compulsory modules*

RE1IAP	Investment Appraisal	20	4
EC104	Economics For Managers	20	4
LW101F	Introduction to Property Law	10	4
LW1A05	General Introduction to Law	10	4
RE1IPB	Introduction to Planning and Building	20	4
RE1PREP	Projects in Real Estate and Planning	20	4

**Part 2 (three terms)***Compulsory modules*

LW2APL	Applied Property Law	10	5
RE2MRES	Management in the Real Estate Sector	20	5
RE2PLP	Planning Law & Practice	20	5
RE2PREP	Projects in Real Estate & Planning (2)	30	5
RE2VAL	Property Valuation	20	5
RE2REEI	Real Estate Economics & Investment	20	5

**Part 3 (three terms)***Compulsory modules***Development & Planning (80 credits)**

RE3DPP	Development & Planning Projects	40	6
RE3PDAF	Property Development Appraisal & Finance	10	6
RE3REDP	Real Estate Development Practice	10	6
RE3SUD	Sustainability & Urban Design	20	6

## Optional modules available in Part 3

Students must choose option modules to make a total value of 120 credits at Part 3. A complete list of option modules will be distributed to students during the Autumn term of Part 2.

There is no guarantee that in any one year all modules will be available. New option modules may also be added.

A particular innovation within the optional component in the final year of the degree programme is Work-Based Learning. Students electing to take this module spend some time working with a real estate organisation in order to apply the knowledge gained in the last two years of study in a business context, enhance their understanding of the business environment and reflect upon current professional practice.

### **Progression requirements**

To proceed from Part 1 to Part 2 of the BSc Real Estate degree a student must:

- achieve an overall weighted average of at least 40% across all Part 1 modules totalling 120 credits;
- achieve at least 40% in modules totalling 100 credits and at least 35% in the remaining 20 credits

Marks below 35% in Part 1 modules will not be condoned.

To be considered to have achieved a threshold performance at Part 2 a student shall normally be required to:

- achieve an overall average of 40% over 120 credits taken in Part 2; and

Progression from the BSc Real Estate to the MSc Urban Planning and Development Students on the '3+1' programme must pass all the compulsory Part 3 modules and be awarded the BSc Real Estate with Honours (lower second class or better) to be eligible to register for the MSc in Urban Planning and Development programme.

### **Assessment and classification**

The University's honours classification scheme is:

Mark	Interpretation
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class
40% - 49%	Third class
35% - 39%	Below Honours Standard
0% - 34%	Fail

For the University-wide framework for classification, which includes details of the classification method, please see: <http://www.reading.ac.uk/internal/exams/Policies/exa-class.aspx>.

The weighting of the Parts/Years in the calculation of the degree classification is

### **Three-year programmes**

Part 2 one-third

Part 3 two-thirds

Parts 1 and 2 of the programme promote active learning including self-directed study through the integration of knowledge-based teaching delivered in lectures and tutorials, with skill development and knowledge application through a series of individual and team-based projects and assignments. Parts 1 and 2 comprise foundation studies, preparing students for specialist studies at Part 3, and modules are assessed by a mixture of coursework and formal examination. As the programme becomes more specialised, the nature of the teaching also changes. In Part 3, site visits, case studies, guest lectures and project work all play an important part in the learning process.

A wide variety of assessment methods is used throughout the programme, including unseen written examinations, essays, reports and projects, and videos of group presentations.

Part 2 contributes 33% of the overall assessment of the degree and Part 3 comprises 67%.

To be eligible for the award of an Honours degree, a student must:

achieve an overall weighted average of 40% across all modules in Part 3; and obtain a mark of at least 40% in Part 3 modules totalling at least 80 credits.

To be eligible for the award of a Pass degree, a student must:

achieve an overall weighted average of 40% across all modules in Part 3; and obtain a mark of at least 35% in Part 3 modules totalling at least 80 credits.

### **Admission requirements**

Entrants to this programme are normally required to have obtained:

Grade B or better in English in GCSE; Grade B or better in Maths in GCSE; and achieved

UCAS Tariff: 340 points from 3 A-Levels *or* 370 points from 3 A-Levels plus one AS level. Subjects and levels:

There are no required subjects although Economics, Geography, Business Studies or Mathematics are all relevant.

International Baccalaureate: 6, 6, 6 points in three Higher papers.  
Irish Leaving Certificate: AABBB

**Admissions Tutor:** Cathy Hughes; catherine.hughes@henley.reading.ac.uk

### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-session English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see [www.reading.ac.uk/student](http://www.reading.ac.uk/student)

The Academic Resource Centre contains a variety of information sources relevant to Real Estate-related programmes. It has a wide-ranging reference collection of textbooks, journals, property company reports and planning documents, which complements the material held in the Main University Library. The Academic Resource Centre also holds the *Barbour Index* microfiche files for *Planning* and *Property Management*, and a link to the on-line *FOCUS* databases provided by Property Intelligence plc. The School has significant computer facilities for the sole use of its staff and students.

### **Career prospects**

Our students have been regularly employed by the largest and most prestigious firms of surveyors including: Jones Lang LaSalle, DTZ, Weatheralls, Cushman & Wakefield, Drivers Jonas, King Sturge, Knight Frank, Savills, and CB Richard Ellis. Graduates have also found employment with development companies, management consultants, insurance companies, local authorities and voluntary sector organisations. Traditionally our students have had little difficulty in securing employment the vast majority of graduates securing jobs or being accepted for further study within three months of the end of their programme.

### **Opportunities for study abroad or for placements**

For further information on the Work-Based Learning optional module involving placement opportunities, please refer to Part 3 of the Programme Content, above.

Due to the need to meet the requirements of professional accreditation, students cannot study abroad, as part of their degree. Students may be permitted to undertake a Socrates or other study visit as part of an approved 'gap' year between Part 2 and Part 3 of the programme.

### **Programme Outcomes**

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

#### **Knowledge and Understanding**

##### **A. Knowledge and understanding of:**

1. The attributes and dimensions of property - physical, financial, functional and legal
2. The nature, role and structure of the property industry and the key players - planning, development, law, property markets, occupiers, investors and services
3. The environment and the economy - public policy, environmental policy, economic trends and policy, technological change and social

##### **Teaching/learning methods and strategies**

Acquisition of knowledge of fields 1 - 3 is promoted across the programme through lectures, tutorials, seminars, practicals, workshops, case studies, role-play exercises, IT-based exercises, site visits, guest lectures, other project-based assignments, and through individual consultation with academic staff and personal tutors. Part 1 of the programme focuses on developing students' understanding of the general principles the subject areas in field 4 and Part 2

- change
4. The concepts and principles of construction, economics, finance, valuation, investment, management, law and planning and their application to property and related assets
  5. The specialist study of development and planning

concentrates on the application of these subject areas to property and land. Part 3, enables students to deepen their understanding of planning and land management with greater opportunities for self-directed learning through problem-solving and the examination of real world property problems.

*Assessment*

Assessment in Part 1 is based on elements of coursework, class tests and unseen formal examinations. Modules at Part 2 are assessed in a similar way. At Part 3 a wide range of assessment methods are used including essays, unseen examination papers, open book examinations, group and design-based projects, specialist exercises (IT-based, finance and/or marketing-oriented), presentations, tutorial & seminar papers, and reports.

**Skills and other attributes**

**B. Intellectual skills - able to:**

1. Integrate theory and practice
2. Collect and synthesise information / data from a variety of sources
3. Analyse and interpret
4. Think logically and critically
5. Define, solve and/or advise on problems
6. Select and apply appropriate techniques of analysis, appraisal and valuation
7. Plan, execute and write a report in response to a specific 'client' brief
8. Adapt and apply knowledge and skills in a changing professional environment and to other fields

**Teaching/learning methods and strategies**

These skills are developed through lectures, tutorials, seminars, practicals, workshops, case studies, role-play exercises, IT-based exercises, site visits, guest lectures, other project-based assignments, and through individual consultation with academic staff and personal tutors. The programme is designed to progressively develop students' intellectual skills.

*Assessment*

Intellectual skills are assessed through a wide variety of approaches including essays, unseen examination papers, open book examinations, group projects, specialist exercises (IT-based, design-based, marketing-oriented), presentations, tutorial & seminar papers, and reports

**C. Practical skills - able to:**

1. Locate information sources and select, assemble and present information for a variety of contexts
2. Collect, record, analyse and present statistical material
3. Value a range of property and property-related assets using a variety of appraisal approaches and techniques, including the application of financial mathematics
4. Use forecasting techniques
5. Present material orally and in a range of written formats
6. Work effectively in team-based environments

**Teaching/learning methods and strategies**

The principal vehicles for the development of these skills will be the core project-based modules at Parts 1 and 2 together with the specialist package-specific project module at Part 3

*Assessment*

Skills 1 - 6 are primarily assessed through coursework, including essays, reports and practical projects.

**D. Transferable skills - able to:**

1. Communicate effectively by oral and written means (also graphically subject to choice of

**Teaching/learning methods and strategies**

The teaching and acquisition of these transferable skills is firmly embedded in the programme. For

- option modules)
2. Numerical skills including data collection and interpretation
  3. Problem solving skills
  4. Time / task management and team working skills
  5. Competent use of information technology including some specialist software packages
  6. Business awareness
  7. Information handling
  8. Autonomous learning - be able to undertake self-directed study
  9. Career management skills

example, both written and oral communication features in most modules and is particularly emphasised in the Part 1 and Part 2 Projects in Real Estate & Planning. The package-specific Project module in Part 3 similarly encourages the acquisition and personal development of a wide range of transferable skills. A business and career-oriented culture permeates the programme fed by, inter alia, module content and the intended learning outcomes, staff (and student) links with practice, lectures by visiting practitioners, site visits, the analysis of market activity and events, and near-market projects, most notably in Part 3 but also throughout the programme. The programme's strategy on career management incorporates the use of the University Careers Advisory Service's *Effective (job) Applications* package incorporating a taught session, on-line learning material and assignments, timetabled to prepare students for the usual cycle of career presentations, applications and interviews.

#### *Assessment*

As a result of this 'pervasive' approach to transferable skills, students' performance is assessed across the full range of skills throughout the programme on a module-by-module basis through coursework including practical projects when feedback is provided. Skills 1, 6 and 8 are also assessed in Part 3 through examinations.

**Please note - 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 each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**