

PROGRAMME SPECIFICATION

Courses Record Information	
Name and level of final & intermediate Awards	BSc (Hons) Real Estate BSc Real Estate Dip HE Real Estate Cert HE Real Estate
Awarding Body	University of Westminster
Location of Delivery	Marylebone Campus
Mode of Study	Full time/ Part time
UW Course Code	REASREA
JACS Code	N232
UCAS Code	N230
QAA Subject Benchmarking Group	Construction, property and surveying
Professional Body Accreditation	RICS
Date of initial course approval/last review	1999/2000 & 2010/2011
Date of Programme Specification	July 2011

Admissions Requirements
<p>A minimum of 230 UCAS tariff points is required but the majority of students achieve 280 points.</p> <p>We encourage applications from mature students and take into account their motivation, application for the course and their work experience.</p> <p>IELTS 6.5 or equivalent- for students who do not have their secondary education through the medium of English</p>

Aims of the courses
<p>The overall aim of the property courses is to further the philosophy established by the University of Westminster and the Department of Property and Construction by offering a programme that reflects the changing nature of the urban development professions.</p> <p>Course aims relating to all the Property Family courses are to:</p> <ul style="list-style-type: none"> i) Promote an academically sound and challenging environment for the study and development of professional skills in property management; ii) Encourage access to higher education for students from a wide range of social, ethnic and educational backgrounds; iii) Develop a critical awareness amongst students of current developments in the field through staff research, consultancy and professional practice links; iv) Provide students with access to the prevailing skills associated with the planning, management and development of real estate; v) Deliver coherent programmes of study, and encourage lifelong learning;

- vi) Prepare undergraduate students for careers in the planning, management and development of real estate;
- vii) Assist in meeting the needs of employers for high quality professional staff in the built environment professions and related areas, particularly in London and the southeast;

Real Estate: The course has been designed to produce graduates with a sound practical and theoretical understanding of the process of urban change and development. In addition a detailed knowledge of the individual physical, social, economic, administrative and legal aspects of that process. It is structured so that you will learn to appreciate the inter-relationships and multidisciplinary nature of the built environment.

The academic discipline of the course will equip you with an understanding of the nature and philosophy of the real estate management process, and will develop the skills required to appraise and formulate proposals for the development and improvement of the physical environment. However, we emphasise the practical nature of the real estate profession and endeavour to incorporate current practice and past experience wherever possible. There is a focus on property development and investment in Year 3 (Credit Level 6) as many of our graduates are subsequently employed in such work.

Employment and Further Study Opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e., employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements which will inform the service delivered to students.

A dedicated notice board for employment opportunities associated with the Property Studies Programme is located on the first floor of the Marylebone Building. Whenever opportunities are notified to the department, details are placed on that notice board, on the property courses blackboard site and students are also notified by email.

In addition the Careers Development Service maintains a comprehensive website with details of further opportunities. Students are encouraged to register with the careers development service which will enable the careers advisers to notify them of relevant opportunities when they arise.

Real Estate: The course prepares you for a professional career in Estate Management as a Surveyor and Valuer, with particular emphasis on property investment and development. Following graduation, you can also gain entry to specialist postgraduate courses, research or other non-specialist areas.

The **Real Estate** course is fully recognised by the Royal Institution of Chartered Surveyors and graduates can apply for probationer membership of the RICS.

Learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. They are threshold statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

Knowledge and Understanding

On completion of **Level 4** students are expected to be able to:

1. Demonstrate a factual knowledge base of the principles which underpin the study of property and urban development. The knowledge base will comprise key theories and concepts of property and investment, legal issues, valuations, public and private finance in property, global cities, urban policy, planning law and economics. (APRO402/ APRO403/4PRO414/4PRO412/ 4PRO413)
2. Apply the different valuation methods depending upon the type of property.
3. Identify the key attributes of property as an investment. (APRO402)
4. Describe and apply a range of relevant key concepts, theories and principles. (All modules)
5. Demonstrate an understanding of the key theories and concepts that relate to property and investment, legal issues, public and private finance, valuation, business practice and planning. (All modules)
6. Analyse rental and capital transaction information. (APRO402)
7. Demonstrate awareness of the context within which the urban development and property industry and its associated professions operate, including social, economic, legal, governmental/ institutional and cultural influences. (APRO402/4PRO410/4PRO412)

On completion of **Level 5** students are expected to be able to:

1. Demonstrate knowledge of management theories in a property context and an awareness of the ethical principles of property management. (APRO501)
2. Understand and recognise the principal covenants in leases and how the contractual rights and obligations they create are influenced and affected by statutory provisions. (4PRO511)
3. Develop the capacity for autonomous research. (All modules)
4. Demonstrate a detailed knowledge of the concepts, theories and principles on which the discipline of real estate is based. (All modules)
5. Demonstrate an understanding of the appropriate techniques for the valuation of different types of property. . (4PRO501)
6. Achieve a comprehensive analytical approach to investment selection and appraisal. (4PRO501)
7. Discuss the purpose of and the rationale for the various statutory controls, the inter-relationship between them and their implementation. (APRO502/4PRO513/4PRO511)
8. Demonstrate knowledge of the sustainability implications for property management, development, planning and regeneration. (4PRO510/APRO502/4PRO513)

On completion of **Level 6** students are expected to be able to:

1. To develop a thorough knowledge of the development process and the variables that affect it. (APRO602/4PRO601)
2. To develop a deeper understanding of applied valuation techniques and to be able to use them, with and without the assistance of computers. (4PRO614/4PRO601)
3. To achieve a comprehensive analytical approach to investment selection and appraisal. (4PRO601)
4. Demonstrate a comprehensive knowledge of the technical and managerial aspects of the property management process. (APRO602)
5. Demonstrate an understanding of statutory valuation. (4PRO614)
6. Demonstrate an understanding of the law relating to commercial and residential property management. (APRO602)
7. Demonstrate a comprehensive knowledge and academic understanding of the disciplines of urban development and property management, including an understanding of personal responsibility in the context of the codes of conduct and ethics of the professions. (APRO603/APRO604/4PRO611)

Specific Skills & Knowledge

On completion of **Level 4**, students with support and limited autonomy are expected to be able to:

1. Understand the theory and concepts present in the property market. (APRO402)
2. Undertake basic valuations and appraisals. (APRO402)
3. Understand basic land law, statutes and concepts. (APRO403)
4. Analyse financial statements. (4PRO414)
5. Appreciate the theory and practice of business to a basic standard. (4PRO414)
6. Understand the theory and practice of public and private finance. (4PRO414)
7. Understand the construction of domestic and commercial buildings. (4PRO410)
8. Understand and interpret urban planning and policies.
9. Understand the theory and concepts present in the property market to a basic standard. (4PRO403)
10. Recognize and appreciate how public finance is defined and funded and identify the value of private finance sector activity in the property sector. (4PRO414)

On completion of **Level 5**, students with limited support and increasing autonomy are expected to be able to:

1. Apply knowledge and understanding of commercial property law. (APRO501)
2. Analyse legal problems in planning law arising from practice. (APRO502)
3. Apply knowledge and understanding of property management concepts and skills. (APRO501)
4. Evaluate methods of residential property development and further methods of construction. (4PRO510)
5. Explain the procedures associated with valuations of residential and commercial property. (4PRO501)
6. Implement the analysis of economic factors associated with the construction process. (4PRO510)
7. Differentiate between different research methods and assess their suitability. (All modules)
8. Use appropriate software to create basic cash flows and forecasts. (4PRO515/APRO501)
9. Demonstrate a working knowledge of a range of property business skills. (4PRO515/4PRO501)
10. Understand and apply the principles of housing law arising from practice. (4PRO513)

On completion of **Level 6**, students with minimal support and significant autonomy are expected to be able to:

1. Conduct, analyse and interpret development and investment appraisals using traditional and computer based methods. (4PRO601/APRO602)
2. Demonstrate a detailed knowledge of the requirements of statutory valuations, and to produce such valuations. (4PRO614)
3. Compile a personal development portfolio and formulate a personal action plan. (4PRO611)
4. Demonstrate an ability to analyse property based situations and recommend suitable actions. (4PRO601/APRO602)
5. Develop rational arguments to make decisions concerning the broad issues and principles relating to urban estate management. (All modules)
6. Demonstrate a detailed knowledge of sustainable planning, an ability to analyse situations and recommend action to clients. (APRO604)
7. Demonstrate a detailed knowledge of international planning and property practice. (APRO603)

Key Transferable skills

Level 4

1. Work effectively with others, contribute to the planning of activities within a group and meet obligations and responsibilities to fellow group members, (APRO402/ 4PRO412)
2. Communicate in a clear and concise manner by producing written material in an appropriate format with sources acknowledged and referenced. (All modules)
3. Contribute to presentation on a straightforward matter. (All modules)
4. Collect numerical data from observations, surveys, measuring equipment and published sources (valuation tables), record the data accurately and present the findings. (4PRO403/ 4PRO410/4PRO413)
5. Use appropriate information technology to search for information, develop that information and present it. (All modules)
6. Identify and describe well defined problems and with guidance investigate them using straightforward methods and describe potential solutions. (All modules)
7. Undertake simple research tasks to collect and categorise ideas and information presented in a standard format. (All modules)
8. Take responsibility for own learning and prioritise tasks and adopt simple time management techniques. (All modules)

Level 5

1. Interact effectively within a group, identify targets in consultation with others within a group and establish responsibilities and working arrangements. (APRO501)
2. Evaluate own strengths and weaknesses with limited guidance, and identify resources to help meet needs. (APRO501)
3. Develop simple research strategies, manage information and reformat ideas and information for a given purpose. (All modules)
4. Review alternative methods for obtaining data, decide on appropriate data collection techniques, undertake data collection, interpret data, carry out calculations as necessary and present findings. (APRO501/4PRO501)
5. Communicate effectively by producing written material in a variety of formats with a style and structure appropriate for a given purpose. . (All modules)
6. Prepare and deliver a presentation, explaining key themes in language appropriate for the intended audience. (4PRO513)

Level 6

1. Develop, maintain and encourage constructive relationships within a group. Take on a leadership role and resolve conflict through negotiation. (4PRO601/APRO603/APRO602)
2. Evaluate own strengths and weaknesses in depth. Challenge received opinion and reflect on action. Be confident in seeking and making use of feedback. (4PRO611/All modules)
3. Identify research objectives with minimal. Develop and manage research strategies, and justify those strategies. Collect and evaluate evidence review its reliability and investigate contradictory information. (All modules)
4. Identify data requirements, manage a strategy for collection and recording of data, analyse data with minimal guidance, present findings effectively, explain significance of findings and evaluate decisions made. (All modules)
5. Communicate complex ideas and concepts in a wide range of written formats with a coherent style and structure. (All modules)
6. Prepare and deliver a presentation on a complex subject, and encourage and participate in debate. (4PRO601/APRO604/APRO603/APRO602)
7. Take full responsibility for own work and feel confident in criticizing it. Evaluate effectiveness of own time management and maintain flexibility in planning. Identify potential causes of stress and act to minimize their impact. (All modules)
8. Identify and define complex problems and confidently apply appropriate knowledge and skills to their solution. (All modules)

Learning, Teaching and Assessment Methods

Learning & Teaching

The wide variety of teaching and learning methods include lectures, seminars, tutorials, workshops, individual and group projects and guided reading. We promote student active learning and encourage student interaction in lectures and seminars.

Videos and podcasts and specific software programmes are also used and contribute to the students' educational experience. There is a strong focus on problem solving, especially in the application of taught material to practical situations.

Some of the modules also have regular participation by external practitioners who are experts in their field. Teaching is also supported via our online learning environment, Blackboard.

Studies are related to real world situations wherever appropriate. The practical aspects of the course are emphasised by the need for students to undertake field trips and site visits.

Lectures are supported, wherever it is necessary, by seminars which are small group sessions aimed at encouraging discussion of relevant issues. They facilitate flexibility in teaching approaches and will often focus on student presentations, the delivery of seminar papers, and problem solving exercises. Students identify their own sites, are introduced to real case studies, in projects make visits to particular sites and this may include overseas field trips. These are a formative form of learning.

Tutorials will be used wherever it is necessary to allow an individual or very small group contact. Tutorials will be used for providing guidance on specific problems and support work. First year students have dedicated tutorials as part of their learning process.

Assessment

A variety of assessment methods are used to ensure that the assessment of each module is appropriate to its teaching methods. Some modules are assessed by coursework and exams while others are assessed by coursework only. Assessment is designed to monitor your progress throughout the course rather than your performance at specified stages.

Coursework includes essays, project work, reports, in class tests, portfolios, journals/ dairy, seminar papers and presentations (assessed & unassessed) which are used to help students learn to structure discussion of particular issues, and improve their research, problem solving and communication skills.

Essays are used to help students learn to structure a discussion of particular issues, problems and research sources.

Project work may be individual or group work, and is distinguished by its emphasis on problem solving and posing alternative solutions to particular problems. In project work, students may be asked to take responsibility for acquiring defining and organising knowledge relevant to the topic. Project work may involve the production of reports, portfolios, posters or drawings, and may involve oral and visual presentations in addition. Students identify tasks and roles within each group and are monitored by lecturers. Individual projects may involve students presenting a formative assessment at interim stages in the project formulation.

Presentations are used to improve the students' communication and team working skills. Alternative methods of communications may include posters, PowerPoint, role plays and oral presentations with strict time limits.

Different forms of examinations may include unseen question papers, multiple choice questions and problems based on case studies.

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LEVEL 4	<p>APRO402: Introduction to Property Investment and Valuation (30) [S1 & S2]</p> <p>4PRO403: Introduction to Legal Studies (15) [S1]</p> <p>4PRO414: Public and Private Finance in Property (15) [S1]</p> <p>4PRO412: Introduction to Urban Policy and Planning Law (15) [S1]</p> <p>4PRO413: Property Economics (15) [S2]</p> <p>4PRO410: Introduction to Building Technology (15) [S2]</p> <p>APRO403: Property Data and Markets (15) [S2]</p>
LEVEL 5	<p>APRO501: Managing Property Businesses (30) [S1 & S2]</p> <p>4PRO511: Commercial Landlord and Tenant Law (15) [S1]</p> <p>APRO502: Planning Practice (15) [S1]</p> <p>4PRO515: Sales Practice and Marketing (15) [S1]</p> <p>4PRO501: Valuation Practice (15) [S2]</p> <p>4PRO513: Housing Law (15) [S2]</p> <p>4PRO510: Residential Property Development (15) [S2]</p>
LEVEL 6	<p>4PRO601: Development and Investment Appraisal (30) [S1 & S2]</p> <p>APRO602: Property Management (Residential and Commercial) (30) [S1 & S2]</p> <p>4PRO611: Personal Development for Work (15) [S1]</p> <p>APRO604: Sustainability & Planning (15) [S1]</p> <p>APRO603: International Planning & Property Practice (15) [S2]</p> <p>4PRO614: Statutory Valuation (15) [S2]</p>

Bold = Common modules across UG Property Programme

Academic Regulations

The BSc (Hons) Real Estate and its intermediate awards operate in accordance with the University's Academic Regulations and the *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

All students should make sure that they access a copy of the current edition of the general University handbook called **Essential Westminster 2011/12** which is available at westminster.ac.uk/essential-westminster. The following regulations should be read in conjunction with the *Modular Framework for Undergraduate Courses* and relevant sections of the current *Handbook of Academic Regulations*.

A *pass* in a module is achieved when the overall mark is greater than or equal to 40% and any qualifying marks and/or sets achieved as detailed in the module handbook.

Condoned Credit at Level 3 and Level 4

A student may be awarded condoned credit at Levels 3 and 4 four only, on the condition that the failed element(s) of assessment has been attempted at both the first and referred opportunity, and where he/she has achieved:

- a) an overall module mark of greater than or equal to 30% but less than 40%;
- b) an overall mark of 40% or greater but not reached the required qualifying mark(s) and/or qualifying set(s) as detailed in the module handbook.

Where a student is awarded condoned credit, the recorded module mark will be capped at 40%. Condoned credit will count towards any credit limits for specified awards. Where a student is awarded condoned credit in a module but subsequently achieves an overall pass at a re-take, credit may contribute only once to an award.

Progression

To progress from Level 3 to Level 4 and from Level 4 to Level 5 in full time study, a student must pass at least 75 credits and achieved at least a condoned credit in each of the remaining modules worth 45 credits at Level 4; to progress from Level 5 to Level 6 full-time study, a student must pass at least 165 credits, including 75 credits at Credit Level 5.

Due to module pre-requisites students MUST pass APRO402 Introduction to Property Investment and Valuation, before they can attempt 4PRO501 Valuation Practice, and must pass 4PRO501 before attempting 4PRO601 Development and Investment Appraisal and 4PRO614 Statutory Valuation.

Award regulations

To qualify for the award of **BSc (Hons) Real Estate** a student must have:

- a) Obtained at least 360 credits including:
 - passed 75 credits at Level Four or higher and achieved at least a condoned credit in each of the remaining modules worth 45 credits at Level 4; and
 - a minimum of 120 Credits at Level 5 or higher; and
 - a minimum of 120 credits at Level 6 or higher.
- b) attempted modules with a maximum value of 330 credits at Levels 5 and 6

The class of the Honours degree awarded is decided by two criteria: the average of the best 105 credits passed at Level 6 being in the range of the class to be awarded, and the average of the next best 105 credits passed at Levels 5 and 6 provided the next best 105 credits passed are no more than one classification below this.

Support for Students

On arrival, an orientation programme will introduce students to the staff responsible for the course, the campus on which they will be studying, the Library and IT facilities and to the School Registry. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

Learning support includes the Library which, across its four sites, holds print collections of 360,000 books, 1,600 journal subscriptions and substantial audio visual collections. Access to all resources including over 6,500 electronic resources (databases, e-journals, e-books, exam papers and links to recommended websites) is facilitated through Library Search, a new online service

There are over 3,500 computers spread over the four University campuses available for students use. The University uses a Virtual Learning Environment called Blackboard where students can access course materials and communicate with staff and other students via message boards.

At University level, Services for Students provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The International Office provides particular support for international students. The University of Westminster Students' Union also provides a range of facilities to support all students during their time at the University.

Reference Points for the course

Internally

The course has been designed to take account of the University's mission to provide education for professional life and to meet the requirements of the University's policies on skills development and employability. The course structure meets the requirements of the University's framework for undergraduate modular courses and the academic regulations of the University. Teaching, Learning and Assessment strategy and takes into account the provisions of the University's Teaching, Learning and Assessment strategy.

Externally

The course has been designed to meet the requirements of the Royal Institution of Chartered Surveyors and to reflect the provisions of the QAA Subject Benchmark statement for Building and Surveying.

Quality Management and Enhancement

Course Management

Jeremy Till	Dean of School	MG15	Jtill@westminster.ac.uk
Jane Wright	Head of Department	M142	Wrightj@westminster.ac.uk
Mike Pain	Programme/Course Leader	M134	m.pain@westminster.ac.uk
Haris Middleton	Deputy Programme/Course Leader	M134	H.Middleton@westminster.ac.uk

Course approval, monitoring and review

The course was initially approved by a University Validation Panel in 2000. The Panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other Universities and the relevance to employers. Periodic Course Review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the School to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from each Course Committee, evidence of student progression and achievement and the reports from External Examiners, to evaluate the effectiveness

of the course. The Annual Monitoring Sub-Committee considers the School action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

Student involvement in Quality Assurance and Enhancement

Student feedback is important to the University and student comment is taken seriously. Student feedback is gathered in a variety of ways. The formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the Course Committee.

All students are asked to complete a Module Feedback Questionnaire at the end of each module. The feedback from this will inform the Module Leader on the effectiveness of the module and highlight areas that could be enhanced. The University also has an annual Student Experience Survey which provides valuable feedback about a range of University services.

Students meet with Review Panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from Course Committees is part of the Schools' quality assurance evidence base.

For more information about these courses:

<http://www.westminster.ac.uk/schools/architecture/property/bsc-real-estate>

Please note – This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.