

## PROGRAMME SPECIFICATION

### Course record information

Name and level of final award	<b>MSc Real Estate Development</b>  The MSc Real Estate Development is a Master of Science degree that is Bologna FQ-EHEA second cycle degree or diploma compatible.
Name and level of intermediate awards	Postgraduate Diploma in Real Estate Development Postgraduate Certificate in Real Estate Development
Awarding body/institution	University of Westminster
Teaching Institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Marylebone
Language of delivery and assessment	English
Mode, length of study and normal starting month	One year full time, two years part-time (day/evening), two years Degree Apprenticeship (day/evening) September start. January start (Jan 2021 entry only)
<u>QAA subject benchmarking group(s)</u>	n/a
Professional statutory or regulatory body	Royal Institution of Chartered Surveyors (RICS)
Date of course validation/Revalidation	November 2019
Date of programme specification approval	September 2020
Valid for cohorts	2020-21
Course Leader	Gheorghe Multescu
Course URL	<a href="http://westminster.ac.uk/courses/postgraduate">westminster.ac.uk/courses/postgraduate</a>
Westminster course code	PMPOC06F (FT) PMPOC06P (PT) PMPOC06A (Chartered Surveyor Apprenticeship)
HECoS code	100218

## Admissions requirements

There are standard minimum [entry requirements](#) for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information.

For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements.

More information can be found here: [westminster.ac.uk/courses/postgraduate/how-to-apply](http://westminster.ac.uk/courses/postgraduate/how-to-apply)

## Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information: [westminster.ac.uk/recognition-of-prior-certified-learning](http://westminster.ac.uk/recognition-of-prior-certified-learning).

## Aims of the course

The MSc Real Estate Development has been designed to develop students' abilities to initiate and undertake qualitative and quantitative analysis and research in the areas of Real Estate policy, planning and operational management. The objectives are:

- To inform and provide students with a thorough and critical awareness of current Real Estate policies and practices.
- To enable recent undergraduates to equip themselves with the knowledge, techniques and methodologies which are required to take policy decisions or to provide the necessary information/knowledge for others to take such decisions.
- In addition, for part-time mature professional students, to provide the opportunity to examine Real Estate, policy and planning issues from a wider perspective rather than in the confines of their present employment.

The overall objectives are to provide students with a stimulating academic environment within which to study Real Estate issues, to ensure students are aware of current policy and planning issues, and to prepare them for a wide range of potential employment within the Real Estate sector by developing relevant transferable skills.

## 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.

## **Course learning outcomes**

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

### **Knowledge and understanding (KU)**

On successful completion of the course the learner is expected to have a systematic understanding and critical awareness of:

- KU1 the organisational, political, technological, financial, legal and commercial factors which influence the roles and relationships between Real Estate organisations in both the public and private sectors. In addition, students will understand the importance of the political dimension in determining Real Estate policy and operational decisions.
- KU2 the theory and practice relating to Real Estate policy, planning and management strategies in the context of an EU/international market environment.
- KU3 the different approaches to organisation, policy, planning and management and the allocation of resources that influence Real Estate policies and strategies.

### **Specific skills (SS)**

On successful completion of the course the learner is expected to be able to:

- SS1 break down and evaluate complex Valuation problems, identify the relationship between the constituent parts, and effectively communicate the outcome (Analysis).
- SS2 in Real Estate and Property Development combine information and ideas from a variety of traditional, contemporary and cutting-edge sources to develop innovative solutions to property management problems (Synthesis).
- SS3 critically evaluate evidence from both academic research and professional practice, and demonstrate reasoning in the construction of arguments (Evaluation).
- SS4 utilise valuation and property management skills, techniques, and systems to successfully undertake the procurement and financial management of property development within the constraints of the external environment (Technical expertise).
- SS5 demonstrate initiative in the decision-making and problem-solving processes associated with complex and unpredictable situations typically encountered on Real Estate development projects (Application).
- SS6 demonstrate independence, critical thought and personal responsibility in the exercise of commercial Real Estate management skills (Autonomy).

### **Key transferable skills (KTS)**

On successful completion of the course the learner is expected to be able to:

- KTS1 communicate complex academic and professional ideas and concepts in written, graphical and oral formats as appropriate. Convey information clearly and succinctly to specialist and non-specialist audiences.
- KTS2 work effectively in a group, either as a leader or a group member. Use interpersonal skills to negotiate and prioritise group tasks, making optimum use of the capacities of group members. Deal confidently with tensions and conflict.
- KTS3 make use of a wide range of information sources and learning resources, including traditional library resources, web-based resources, software, electronic media, and

audio-visual resources. Manage the retrieval and organisation of information efficiently and effectively.

KTS4 articulate research problems and design and implement appropriate research methodologies. Undertake the research process independently and competently.

KTS5 develop lifelong learning skills and strategies for maintaining an up-to-date awareness of emergent technologies, market developments and best practice. Take full responsibility for their own learning as independent and self-critical learners. Reflect on their academic and professional practice, demonstrating commitment to personal and professional development, and the concept of lifelong learning.

Knowledge, specific and transferable skills build up gradually over the period of studies so that the students get an integrated learning experience that covers all aspects of the Real Estate and property development profession, starting from the fundamentals and progressing to strategy and advanced consultancy.

## **Learning, teaching and assessment methods**

### **Learning**

The teaching and learning strategy aims to develop students' intellectual powers; their understanding and judgment; their problem-solving skills; their powers of critical analysis; their ability to communicate ideas effectively and their ability to work effectively in groups.

### **Teaching**

A varied pattern of teaching and learning methods are employed in the delivery of the course. These include lectures, seminars, case-study exercises, group workshops, simulated business management games, data collection analyses and study visits. Visiting practitioners from Real Estate organisations make an important contribution to the teaching programme. There is a strong focus on problem-solving in group workshop case-studies etc. The mix of delivery methods will vary between the modules.

### **Assessment**

Assessment methods used are thought to be the most appropriate to each module. There is a range of assessment methods from individual coursework essays, case-study reports, group workshop exercises (although most of the group workshops are assessed by individual reports) and a single in class test. There are no formal examinations.

Although the mix of assessment methods varies from module to module, the MSc Real Estate Development Course Team has been conscious of the need to achieve consistency, both between the modules, and in the balance of workload and weighting between inmodule assessed coursework and the end of module tests. Accordingly, all modules are assessed through written coursework although one module has an in-class test.

The team has considered strategies for making the assessment and learning more inclusive to all students. A varied range of assessment is proposed, which includes essays, reports, presentations, in class test, projects and group work, to support different learning styles. The assessment is aligned to learning outcomes and the learning and teaching methods to ensure students have a positive learning experience. Opportunities will be provided for revision and discussion of the coursework to make sure students understand what is required.

### **Course structure**

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year.

Module code	Module title	Status	UK credit	ECTS
7PROP001W	Development Finance and Funding	Core	20	10
7PROP002W	Dissertation/Project	Core	40	20
7PROP004W	Finance and Asset Management	Core	20	10
7PROP006W	Law for Property Professionals	Core	20	10
7PROP007W	Project Implementation Process	Core	20	10
7PROP011W	Space Strategies and Legislation	Core	20	10
7PROP010W	Site Assembly and Development	Core	20	10
7PROP005W	Landlord and Tenant	Option	20	10
7PROP009W	Property Finance Lending and Risk Strategies	Option	20	10
7PROP012W	Valuation and Law	Option	20	10
7PROP013W	Planning in Practice	Option	20	10

Please note:

Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot do your first choice of modules.

Apprenticeship students are also required to complete an End Point Assessment, which will typically take 3-6 months to complete. Further details can be found in the Apprentice Handbook.

### **Professional Body Accreditation or other external references**

The course is accredited by the Royal Institution of Chartered Surveyors (RICS).

### **Academic regulations**

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academicregulations](http://westminster.ac.uk/academicregulations). In some cases course specific regulations may be applicable.

### **How will you be supported in your studies?**

#### **Course Management**

The course is operated by the School of Applied Management, within the University's Westminster Business School (WBS). Day-to-day management is under the Course Leader, who liaises with individual module leaders as required. Input is also provided by a staff student course committee which meets twice-yearly.

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at [westminster.ac.uk/blackboard](http://westminster.ac.uk/blackboard).

## **Learning Support**

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](http://westminster.ac.uk/academic-learning-development).

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students<sup>1</sup> can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

## **Support Services**

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at [westminster.ac.uk/student-advice](http://westminster.ac.uk/student-advice). The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at [westminster.ac.uk/students-union](http://westminster.ac.uk/students-union).

## **How do we ensure the quality of our courses and continuous improvement?**

The course was initially approved by a University Validation Panel in 2014. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the College 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 evidence of student achievement, reports from external examiners in order to evaluate the effectiveness of the course.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with

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<sup>1</sup> Students enrolled at Collaborative partners may have differing access due to licence agreements.

Revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

### **How do we act on student feedback?**

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.
- All students are invited to complete a questionnaire before 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 Postgraduate Taught Experience Survey or PTES which helps us compare how we are doing with other institutions, to make changes that will improve what we do in future and to keep doing the things that you value.

**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.

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