

## **MSc Surveying**

**For students entering in 2006/07**

Programme Title:	<b>MSc in Surveying</b>
Awarding Institution:	The University of Reading
Teaching Institution:	The College of Estate Management
Faculty:	Faculty of Science (Construction Management and Engineering)
Programme Directors:	Sylvia Osborn, Bill McNeill
Board of Studies:	CEM Board of Studies for Postgraduate Courses.
Accreditation:	The Royal Institution of Chartered Surveyors The Hong Kong Institute of Surveyors
Programme length:	28 months (MSc study) within 36-month Graduate Development Programme
Date of specification:	October 2006

### **1 Summary of programme aims**

The degree examines the theories, concepts, principles and variables that influence the practice of surveying. This is considered within both the micro-context of planning, development, management and renewal of the built asset and the macro-context of business demands, constraints and impacts. In comparison with established master's programmes, this focus offers a wider dimension to the qualification and fills a gap in the market for investigation and enquiry into the broader academic issues that surround surveying practice.

The MSc is a web-supported distance learning course designed to provide students with advanced academic understanding of legal, economic, technological and management processes. Given the global nature of the student population, the study places emphasis on generic applications and practice and examines the theories that promote, justify and support these. It uses examples, problems and case studies taken from the surveying industry around the world.

On completion of the course the student will be able to demonstrate:

- A sound understanding of the academic and theoretical principles which underpin expertise and practice in their respective disciplines.
- An advanced capability for analysing and solving technical and intellectual problems common in the practice of surveying, related to their locality and specialism.
- The academic pedigree to develop and advance successfully in a career that encompasses both the workplace and the professions.
- A range of transferable skills that enable them to undertake self-motivated continuing professional and academic development.
- A capacity for independent and critical thought.

In addition to increasing competence to practice and satisfy the academic requirements for professional membership, the qualification – at either MSc, Diploma or Certificate level – is afforded recognisable prestige and international value through its accreditation by the University of Reading.

### **2 Transferable skills**

The University's Strategy for Teaching and Learning identifies a number of generic transferable skills which all students are expected to develop during their degree study.

The MSc is designed to enable students to develop their skills relating to communication, information handling, numeracy, problem-solving, self-management and use of information technology. Oral presentation

skills is encouraged within the limited parameters of the face-to-face elements of the distance-taught programme, but team working and collaborative learning are positively structured into many of the online activities.

These transferable skills are developed progressively and in parallel with the specific subject competencies studied. The distance learning nature of the course promotes self-discipline, self-motivation and effective time management.

### 3 Programme structure and content

#### 3.1 Structure

The Graduate Development Programme is delivered through supported distance learning and extends over three years starting in October/ February each year. The programme is divided into four parts:

**Foundation** is a single module setting out the context within which practice in the land, real estate and construction professions occurs. It is aimed at novices entering the industry with minimal immediate knowledge and may be exempted for more experienced students. It is not included within the MSc programme.

**Part 1: Fundamentals** is a sequence of five modules designed to bring students up to speed in the processes of information, technology, law, practice, economics and finance. Their aim is to provide the student with sufficient knowledge and skills to be able to select modules at Part 2 without pre-requisite. Exemptions may be given from assessment in up to three modules for students presenting proof of certificated prior learning. Modules receiving exemption are not included within the MSc programme.

**Part 2: Application** is a series of five modules which students elect to study by choosing one module from each of five baskets. The modules are designed as stand-alone blocks of study in specialist areas relevant to a student's practice and the profession's requirements for professional competence.

**Part 3: Research** is structured for the student to complete a research methods module before undertaking a dissertation that critically examines a specific aspect of surveying practice.

The structure components are defined in Table 1. Study is designed to meet the Quality Assurance Agency (QAA), National Qualifications Framework for awards at I, H and M levels. Consistent with the conversion needs of recent graduates, the Foundation is taught at level I. The whole of Part 1 and one module at Part 2 are taught at H level. Four of the five modules at Part 2 and the whole of Part 3 are taught at M level. In addition to the framework requirements, the design also takes account of professional body guidelines, specifically those issued by RICS for accredited courses and the Building and Surveying subject benchmark statement issued by the QAA.

<b>Table 1: Components of the Graduate Development Programme</b>					
<i>Part</i>	<i>Stage</i>	<i>Modules</i>	<i>Required</i>	<i>Hours</i>	<i>Credits</i>
<b>Modules for Conversion Pre-Study (Not included for validation for the MSc)</b>					
	Foundation	The Context Of Urban And Rural Business	Compulsory for all non-cognate students	100 hours - 75 study - 25 experiential	10 at I
1	Fundamentals	Information Management And Control	Common compulsory modules for all non-cognate and semi-cognate students unless exempted for certificated prior learning	100 hours - 75 study - 25 experiential	10 at H
		The Technology Of Building		200 hours - 150 study - 50 experiential	20 at H
		Introduction To Law		200 hours - 150 study - 50 experiential	20 at H

Modules to be validated for MSc Study					
1	Fundamentals	Fundamentals Of Surveying Practice	Compulsory for all students offered as either a real estate or construction specific module	200 hours - 150 study - 50 experiential	20 at H
		Real Estate Markets And Finance	Common compulsory module	100 hours 10 74 study - 26 experiential	10 at H
2	Application	Options Basket A	Elective module	200 hours - 150 study - 50 experiential	20 at M
		Options Basket B	Elective module	200 hours - 150 study - 50 experiential	20 at M
		Options Basket C	Elective module	200 hours - 150 study - 50 experiential	20 at M
		Options Basket D	Elective module	100 hours - 75 study - 25 experiential	10 at H
		Options Basket E	Elective module	200 hours - 150 study - 50 experiential	20 at M
3	Research	Research Methods	Common compulsory module	200 hours - 200 study	20 at M
		Dissertation	Common compulsory module	400 hours - 400 study	40 at M

### 3.2 Content

The Programme is formed of the following learning components: structured independent study, online interactivity, formative and summative assessment. The summative assessment includes assignments, examinations and dissertation assessed by course tutors. Students are expected to average 14 hours per week in completing their study, with an additional 5 hours per week required for experiential learning within their workplace.

All students studying for the MSc are required to complete a total of nine modules which are either prescribed or elected by the student. These are in addition to the four conversion modules. Each module carries an allocation of credits as set out in Table 2, with each credit equating to ten hours of combined study.

The formal research component of the Programme is completed at Part 3. The taught *Research Methods* module and *Dissertation* together constitute 60 credits and require students to spend about 400 hours preparing their dissertation on a practical aspect of a Part 2 related subject.

Table 2: Programme Modules					
	Module Code	Module Title	Credits	Assessment	NQF Level
<b>CONVERSION STUDY</b>					
<b>Part 1 Foundation</b>					
	K101URB	The Context of Urban and Rural Business	10	CW only	I
<b>Part 2 Fundamentals of Practice</b>					
	K201IMC	Information Management and Control	10	CW only	H
	K202TEC	The Technology of Buildings	20	CW only	H
	K203LAW	Introduction to Law	20	CW & Exam	H

<b>POSTGRADUATE STUDY</b>					
<i>either</i>	CE3MFP/ K204FEP	Fundamentals of Real Estate Practice	20	CW & Exam	H
<i>or</i>	CE3MFC/ K205FCP	Fundamentals of Construction Practice	20	CW & Exam	H
	CE3MMF/ K206MAF	Real Estate Markets And Finance	10	CW only	H
<b>Part 3 Applications in Practice</b>					
<b>Options Basket A - Select one</b>					
<i>either</i>	CEMMPL/ K301PLW	Planning Law	20	CW & Exam	M
<i>or</i>	CEMMAL/ K302ALW	Rural Property Law	20	CW & Exam	M
<i>or</i>	CEMMEL/ K303REL	Real Estate Law	20	CW & Exam	M
<i>or</i>	CEMMCL/ K304CLW	Construction Law	20	CW & Exam	M
<i>or</i>	CEMMCP/ K305CMP	Compulsory Purchase and Compensation	20	CW & Exam	M
<b>Options Basket B - Select one</b>					
<i>either</i>	CEMMAV/ K306AVS	Applied Valuation & International Standards	20	CW & Exam	M
<i>or</i>	CEMMEV/ K307CEV	Construction Economics & Value Management	20	CW & Exam	M
<i>or</i>	CEMMVH/ K308RVH	Residential Valuation and Housing	20	CW & Exam	M
<i>or</i>	CEMMRV/ K309RV	Rural Valuation	20	CW & Exam	M
<i>or</i>	CEMMEE/ K310REE	Real Estate Economics	20	CW & Exam	M
<b>Options Basket C - Select one</b>					
<i>either</i>	CEMMPM/ K311PM	Project Management	20	CW & Exam	M
<i>or</i>	CEMMAF/ K312AFM	Agriculture and Farm Management	20	CW & Exam	M
<i>or</i>	CEMMUM/ K314UEM	Urban Estate Management	20	CW & Exam	M
<i>or</i>	CEMMCM/ K315CM	Construction Management	20	CW & Exam	M
<i>or</i>	CEMMDA/ K316DA	Development Appraisal	20	CW & Exam	M
<i>or</i>	CEMMBA/ K335MBA	Valuation of Machinery and Business Assets	20	CW & Exam	M
<b>Options Basket D - Select one</b>					
<i>either</i>	CE3MDR/ K317DR	Dispute Resolution	10	CW only	H
<i>or</i>	CE3MCT/ K318CT	Construction Technology	10	CW only	H
<i>or</i>	CE3MAD/ K320ADP	Acquisition & Disposal of Land & Real Estate	10	CW only	H
<i>or</i>	CE3MMA/ K321MAB	Maintenance and Adaptation of Buildings	10	CW only	H
<i>or</i>	CE3MCQ/ K322QCP	Civil Engineering QS Practice	10	CW only	H
<i>or</i>	CE3MMQ/ K323QMP	M&E QS Practice	10	CW only	H
<i>or</i>	CE3MPI/ K325CPI	Commercial Property Investment	10	CW only	H
<b>Options Basket E - Select one</b>					
<i>either</i>	CEMMLT/ K327LTP	Landlord and Tenant Practice	20	CW only	M
<i>or</i>	CEMMPI/ K328BPI	Building Pathology and Inspection	20	CW only	M
<i>or</i>	CEMMRE/ K329REM	Rural Estate Business Management	20	CW only	M
<i>or</i>	CEMMMG/ K330CPM	Consultancy and Practice Management	20	CW only	M
<i>or</i>	CEMMMS/ K331MSM	Marketing and Strategy Management	20	CW only	M
<i>or</i>	CEMMTX/ K333NLT	National and Local Taxation	20	CW only	M
<i>or</i>	CEMMQS/ K334CQS	Contemporary QS Practice	20	CW only	M
<b>Part 4 Research</b>					
	CEMMRS/ K401RM	Research Methods	20	CW only	M
	CEMMDS/ K402DIS	Dissertation	40	CW only	M

#### 4 Modular arrangements

The Programme is distance taught and designed for students who are fully employed within the land, construction and real estate industry.

Each module is designated credits at H or M level. The Foundation, Part 2 and Part 3 modules are designed as stand-alone units of study and as such may be integrated into a wider suite of distance taught courses. They may also be offered as self-contained blocks of study for continuing professional development.

- A student completing (or exempted from) the initial conversion studies and progressing through to Part 3 will complete a total of 180 credits for the award of the MSc in Surveying. Of these, 140 credits will be studied at M level and 40 at H.
- A student leaving the programme at the end of Part 2 will be entitled to the award of a Postgraduate Diploma in Surveying on completion of 120 credits. Of these, 80 credits will be studied at M level and 40 at H.
- A student leaving the programme before the end of Part 2 will, at the discretion of the Examination Results Board, be entitled to the award of a Postgraduate Certificate in Surveying if they have completed 60 credits. Of these, 40 credits must be at M level.

## 5 Progression rules

All modules studied within the Programme must be passed.

### 5.1 Foundation to Part 1 progression

The Foundation accounts for 10 credits. Within the Graduate Development Programme there is no bar to a student progressing directly from Foundation to Part 1. However, The Context of Urban and Rural Business module must be passed with a minimum mark of 40% before a student may progress to Part 2.

### 5.2 Part 1 to Part 2 progression

Part 1 accounts for 80 credits. The programme design assumes that all students will have achieved a thorough grounding in the Part 1 subject areas before progressing to Part 2. This removes the need for pre-requisite study at Part 2 and enables the free selection of modules from the baskets shown in Table 2. Therefore a student must have passed *all* five modules at Part 1 (or received exemption) before proceeding to Part 2. The minimum pass mark for all modules at Part 1 is 40%. A pass in one module of up to 20 credits in value may be condoned by the Examinations Results Board in the following circumstances:

- 1 The student has scored between 30 and 39 marks in the module
- 2 It is the student's first attempt
- 3 The student has not been exempted from any Part 1 modules
- 4 The overall average mark for the Part 1 modules taken exceeds 40%.

### 5.3 Part 2 to Part 3 progression

Part 2 accounts for 90 credits and Part 3 for 60 credits. All five modules at Part 2 must be passed before a student will be permitted to undertake the Part 3 research year. The minimum pass mark for all modules is 40%. Additionally, before a student can progress to Part 3, he/she must have achieved an overall weighted average of 50% in the five Part 2 modules studied. A module mark of 30–49% in one module of either 10 or 20 credit value may be condoned at the discretion of the Examinations Results Board if it is the student's first attempt and he/she has shown the commitment and diligence expected.

## 6 Summary of teaching and assessment

The MSc is distance-taught and makes use of a variety of pedagogic and assessment methods suited to this mode of study. All students are required to have access to a computer and appropriate software applications, have an email address, and have access to the Internet. The course and module designs incorporate best practice in the design, delivery and support of online-enhanced distance learning. Co-ordination of internal and external staff is provided through a series of teaching and learning handbooks written for the course.

### 6.1 Teaching

Students entering the programme have studied a discipline to degree level and are assumed to possess well-developed cognitive abilities and learning skills. Consequently it is anticipated that they can progress rapidly

with their study. The programme allows only a limited period of time for the study of each subject area, enforcing a need to direct students' attention to the primary knowledge areas that affect and influence practice.

### 6.1.1 Problem-based learning (PBL)

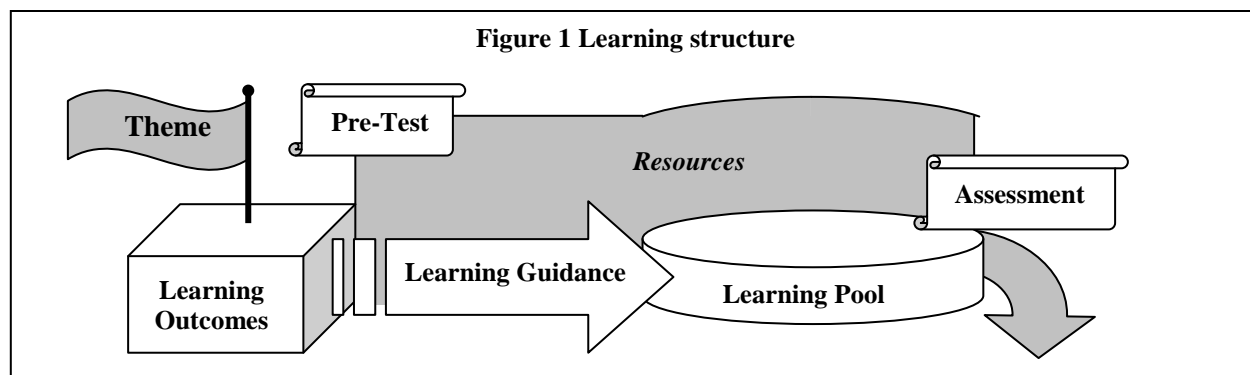
In completing a programme at master's level, students are expected to make sound judgements, be self directed and original in solving problems. Additionally they must be able to act autonomously, exercise personal responsibility, and be informed decision makers. These factors point to PBL as the most suitable approach to delivering the outcomes. The key is to have the transferable skills to question, develop, improve and extend knowledge in order to arrive at appropriate solutions.

A cornerstone of PBL is using learning materials through which students engage with problems in situations as near 'real life' as possible. By devising solutions to real life case studies, problems or scenarios, students direct their own learning by identifying the necessary learning objectives. PBL means crossing disciplinary boundaries, and as part of the programme students will work individually and in groups to define and solve problems applicable to their own workplace. They will accomplish this by accessing research papers, reference materials specially written for them by course tutors, workplace documentation and technical information, with supporting tutor(s) acting as facilitator(s) of learning.

The iterative nature of learning within this programme means that students will visit and revisit concepts, forming new relationships, developing new links, gaining new insights and intuitions, experiencing new perspectives, and developing different interpretative possibilities. The sequence of module study enables a continuous build-up of knowledge and competence in areas chosen by students as they progress through the programme. Additionally, the design of learning activities encourages students to be reflective in both formal and informal learning situations.

### 6.1.2 Structure of learning

The programme emphasises active learning and the typical sequence and components are illustrated in Figure 1.



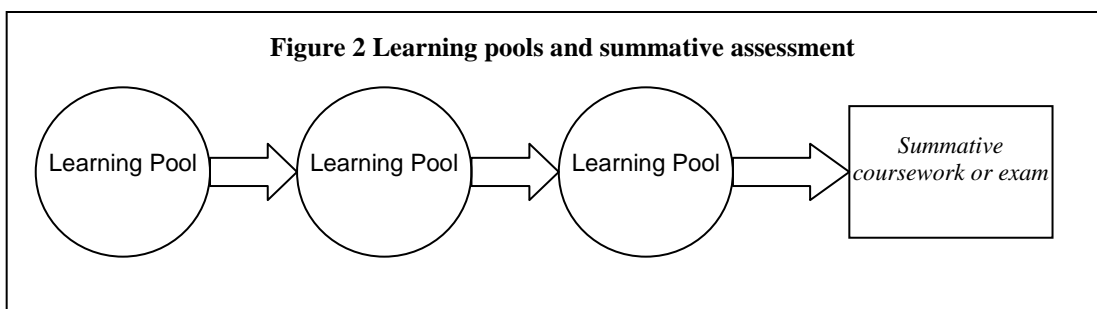
In Figure 1:

- *Theme* provides the starting point and focus for study of a broad collection of related topics with specified learning outcomes.
- *Learning Pool* represents loosely structured events where students complete activities designed to use different techniques to meet specific learning outcomes.
- *Learning Guidance* provides the advice that channels the student towards each learning pool, rationalising learning needs, stimulating ideas, suggesting alternative viewpoints, highlighting problems and suggesting resource usage.
- *Pre-Tests* and *Assessment* are the formative feedback to students on their progress as they enter and leave each pool. The pre-tests are in the form of diagnostic questions that help students to understand what they

already know and what they need to know. The assessment is in the form of self-assessment questions that help students to recognise what they have learned from the activity, what they can do with this knowledge, and what they next need to discover. Questions are delivered electronically through Question Mark.

- *Resources* wrap around the whole module study. They may be in the form of research papers, reference papers, web resources, audio and video tapes, DVDs, textbooks and CD-ROMs. They are not studied prior to entering the learning pool but are accessed as a direct response to learning needs that become apparent in order to complete the activities within the learning pool.

The outcome of each learning pool is the progression to either another learning pool defined by the tutor or chosen by the student as appropriate to the stage of study or to the summative assessment as illustrated in Figure 2. It is key to the approach that there is a logical progression between pools and that the outcomes of the learning activities are related to the summative assessment. This keeps the student on track as they see the activities as having direct relevance to their academic development and to their ultimate mark.



### 6.1.3 Online learning component

An educational aim of the programme is to progressively develop the online learning skills of the student. Each module within the programme is included in the Blackboard virtual learning environment through which students can access academic and support staff, each other, the learning pool activities and resources. Successful online learning includes the four components of dialogue, involvement, support and control.

Within the programme *dialogue* occurs on a one-to-one, one-to-many or many-to-many basis, presenting opportunities for a range of individual and collaborative learning activities. Asynchronous interaction between students and tutors is carefully structured and facilitated by moderators working with clearly defined questions to guide the flow.

Active *involvement* in study is at the heart of the programme design and includes making responses to structured tasks, engagement with course materials, participation in student-centred collaborations, and student direction of their own learning.

*Support* is considered in more detail at 8 below. At a learning level the programme includes provision for periodic face-to-face, online tutor supervision, peer support, advice from experts, and feedback on performance.

Students are expected to take responsibility for their learning and to *control* key learning activities. Within the programme students have complete or significant control over their responses to tasks, pace and timing, choice of content, management of learning activity, learning goals and outcomes, overall direction, and assessment of performance.

As the student progresses through the programme, the design assumes that the balance of these factors will change. At Foundation the design assumes a highly structured approach, with the tutor controlling specified

learning activities. This may continue to be appropriate into the start of Part 1, but by its end students should be taking increased control for themselves of specified learning activities. At Part 2 it is anticipated that students will require some direction from tutors, but should increasingly be responsible for their own learning and be formulating problems and solutions for themselves. By the time students reach Part 3 they should be able to manage their own open-ended activity which is implicit to dissertation research.

#### *6.1.4 College produced resources*

The College is concerned to produce learning materials which match the best standards in distance learning from a didactic point of view, and in this way to ensure the quality of the student's learning experience.

Quality control of written texts is maintained through the Subject Advisory Committees. These have responsibility for reviewing the content of study material and its relevance to examinations. Practitioner members provide valuable insights into current issues of importance in practice. There is normally at least one former College student on such committees. Further evaluation of the material takes place through feedback from questionnaires to students.

All study material is reviewed annually by the relevant College subject tutor. For example, new case law and legislation would normally be incorporated into the material every year. Any interim changes are communicated to students through the College's in-house student journal, *Cemicircular*, which is published bi-annually.

Text books are supplied to supplement the College's own material, especially to elaborate on key areas of the syllabus. These help to promote the discursive abilities of the students, and are particularly helpful for those who do not have ready access to library facilities.

The College publishes a number of video tapes and DVDs, which are designed for use by students. These have been developed to cover subjects in which visual aids are particularly appropriate to help with understanding difficult concepts, or which translate best into visual form. The programmes are produced with outside expertise on direction, scripting and recording to ensure broadcast quality of presentation.

Audio tapes / CDs are produced on a variety of subjects, and are especially useful as revision aids, and to amplify key points in the written text using a different medium.

Increasingly, learning resources are being made available to students on CD-ROM produced within the College.

## **6.2 Assessment**

Assessment is in accordance with the University's Statutes and Ordinances.

The College continually strives to ensure that the assessment vehicles employed in each module fairly assess both the breadth and depth of student learning within the general framework of the course aims and objectives, and within the constraints of the distance learning process. In particular, assignments, especially later in the course, require students to combine elements of the study material with material from other modules, their own working experience, and contemporary practice identified from a study of current relevant professional journals. The programme designates modules as either examined or assessed, depending on which is the most appropriate means of providing meaningful assessment of the syllabus content. The weighting of the assessment components for the different modules is shown in Table 3.



Table 3: Assessment Weighting								
Assessment	10 Credit Module		20 Credit Module				40 Credit Module	
	Assessed		Assessed		Examined		Dissertation	
	Weighting	Word Limit	Weighting	Word Limit	Weighting	Word Limit	Weighting	Word Limit
Assignment 1	40%	2,400	40%	4,000	20%	2,000	100%	20,000
Assignment 2	60%	3,600	60%	6,000	20%	2,000		
Examination	N/A	N/A	N/A	N/A	60%	N/A		

### 6.2.1 Coursework

The coursework is made up of at least two major assignments for each taught module. These are designed to test the students' understanding of a significant proportion of the syllabus studied in the module and are assessed by the course tutors.

The size and weighting of the assignments for assessed-only modules is considerably higher than for examined modules and involve students in the preparation of project solutions and substantive reports. Much of this will be based on workplace practice and procedure. The major assessment for Basket E modules at Part 2 is an Integrated Practice Report (IPR) which integrates study from across the subjects studied during that Part.

Students must submit the coursework assignments to arrive at the College by dates stipulated in the course timetable, which is included in the study material. Submission may be made electronically via the Internet.

Assignments are normally marked by members of the College's panel of external markers nominated to tutor online and mark for this course. Assignments are received by the College and sent out to these markers. Markers are instructed to return them to the College within two weeks of receipt.

Markers are reminded by the Assignment Officer after 2½ weeks, if this proves necessary. Persistent late return of assignments by an external tutor will lead to their removal from the panel of markers by the College's Programme Director.

The College returns the marked assignment, together with a guideline answer if appropriate, to the student. The guideline answer is also published in the Blackboard VLE.

### 6.2.2 Late submission of coursework and extension of time

Students who submit their coursework on or before the due date shown in the course timetable will receive the awarded mark in full. A student may submit an assignment up to seven days after the due date but will forfeit 10 of the awarded marks. An assignment received eight or more days after the due date without an agreed extension will be marked at zero. However, the student will receive feedback on the work with an indication of the standard achieved.

Applications for extensions of time are made initially to the Programme Administrator who, acting under the delegated authority of the Programme Director, may grant up to *seven* extra days at his/her discretion. Only in exceptional circumstances may a later submission date be given, and applications must be made in writing to the Programme Director supplying written evidence in support.

Where an extension is agreed, this date becomes the new submission due date and the rules on forfeiture of marks apply from this date.

The exception to the above is the final piece of coursework in Part 1 (*Real Estate Markets and Finance*), the final piece of coursework in Part 2 (Options Basket E) and the Dissertation at Part 3. No extension of time is permitted and the due date shown in the course timetable is the final date for submission.

### 6.2.3 Examinations

Formal unseen examinations are held in October of each academic year. The examined subject areas for the MSc award are the two *Fundamentals of Practice* modules at Part 1 and the *Law, Economics and Management* modules offered in option baskets A, B and C at Part 2. On this basis 80 credits that count towards the MSc are examined, 60 credits are assessed-only, and 40 credits are assessed by the dissertation.

The exam papers are presented to Examination Scrutiny Boards for each Part. Results are considered by Examination Results Boards for each Part. These Boards are the equivalent of Departmental Examiners' Meetings. They are chaired by a senior College representative. Membership normally comprises the College's Examinations Officer, the examiners for each module, the Programme Directors and External Examiners. The role of External Examiners is dealt with at section 6.2.9.

### 6.2.4 Dissertation

The dissertation, submitted at the end of the third year, is double marked (or triple where marks vary considerably) and subject to External Examiner review. It may not be referred for amendment after final submission.

### 6.2.5 Threshold marks and results

Students must achieve a minimum mark of 40% or more in each module although a lower mark may be condoned (see 5). The pass mark for the Research Methods and Dissertation at Part 3 is 50%.

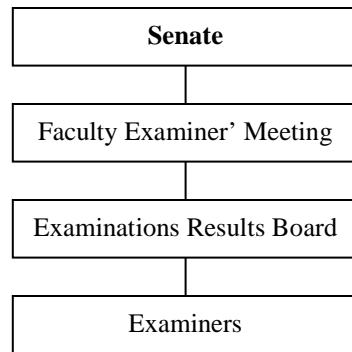
A student averaging 50–59% in the modules studied at Parts 2 and 3 will be awarded the MSc. A student who leaves the programme at the end of Part 2 with an average of 50–59% in the modules studied at Part 2 will be awarded a Postgraduate Diploma in Surveying.

A student averaging 60–69% in the modules studied at Parts 2 to 3 will be awarded the MSc with Merit. A student who leaves the programme at the end of Part 2 with an average of 60–69% in the modules studied at Part 2 will be awarded the Postgraduate Diploma in Surveying with Merit.

A student averaging 70% or higher in the modules studied at Parts 2 to 3 will be awarded the MSc with Distinction. A student who leaves the programme at the end of Part 2 with an average of 70% or more in the modules studied at Part 2 will be awarded the Postgraduate Diploma in Surveying with Distinction.

All results are discussed by the Examinations Results Board, and recommendations are made to the Faculty Examiners' Meeting. This meeting approves the results, with or without modification, and the results are subsequently communicated to students by the College's Examinations Office. The results are given final approval by the Senate of the University (see Chart 1).

**CHART 1**



### *6.2.6 Examiners*

An examiner is defined as the person with responsibility for setting an examination paper. Examiners are normally the College's subject tutors; however, an external tutor/examiner may be retained for specialist subjects.

Normally the examiner will also mark the examination papers. External markers assist where the number of candidates is large, or where the examiner is responsible for a number of different modules. Such markers are proposed by the relevant subject tutor and approved by the Programme Director. They are almost invariably chosen from those who mark MSc assignments for that module. The examiner provides a marking guide to the marker and moderates the resultant marking.

Where more than one marker is required for a particular examination paper, the examiner exercises overall control and conducts appropriate moderation.

Candidates who have failed one or more modules frequently seek post-examination help. The examiner normally gives this in the form of written advice on areas of weakness.

### *6.2.7 Module retakes and attempts*

Subject to the progression rules set out in 5, a student who fails an examined module will be obliged to retake that module in the following year. A special re-sit period for students taking single module re-sits is not feasible in the case of the external master's degree.

A student may have a maximum of three attempts to pass the modules studied at Foundation and Part 1. A student is only permitted two attempts to pass the modules studied at Parts 2 and 3.

A student may apply to the College Committee on Failures for exceptional further attempts.

### *6.2.8 University representatives*

The University may nominate representatives to scrutinise the coursework and examinations set and to inspect and evaluate the quality and results of the completed assessment at pre-arranged times prior to examination boards.

### *6.2.9 External examiners*

External examiners are nominated by the College and appointed by the Senate of the University on the recommendation of the Faculty Board and after consultation with the RICS, in accordance with its current procedures.

Two external examiners are appointed, one from an academic background and one from practice. They are normally appointed for three years, with the possibility of an extension for a further year.

They have access to all scripts and assignment grades. They present a written report to the Vice-Chancellor of the University. The reports are subsequently sent to the Principal of the College and discussed by the appropriate Board of Studies. The Board of Studies determines any action to be taken as a result.

### **6.3 Procedures for initiating and introducing changes**

Syllabus changes during the life of the course will largely be triggered by the outcome of the annual academic Course Review (see below), the deliberations of the Subject Advisory Committees, and on the initiatives of the subject tutors. The syllabus will be reviewed annually as part of the course review mechanism.

The annual academic Course Review panel consists of the Programme Director, Course Committee, subject tutor(s), Examinations Officer and Admissions Officer. This is a useful forum in which the course team can influence changes to particular modules in the light of experience and changing student needs.

Any changes agreed are put into effect by the subject tutors, who are responsible for writing or commissioning materials to meet any new syllabus requirements. The Programme Director is responsible for briefing administrative staff as to any procedural or operational implications.

### **6.4 Accreditation by professional bodies**

The course is accredited by the RICS under the College's status as an RICS partner, and by the Hong Kong Institute of Surveyors. Further professional accreditation may be sought in due course.

## **7 Admission requirements**

Entrants to the graduate development programme are required to:

1. Either:
  - Hold a bachelor's degree or higher degree from a recognised university or institution world-wide. The degree may be in surveying, a surveying related subject or in an unrelated subject; or
  - Hold an RICS accredited Diploma of equal standing to a surveying degree (or equivalent).
2. Be in relevant employment within the land, real estate or construction industry.
3. Have proven competence to study and communicate in the English language - see 7.2 below.

A student is registered with the University of Reading for the MSc in Surveying from the start of Part 2.

### **7.1 Exemptions**

A graduate with a degree in an unrelated non-cognate subject will be required to take the whole Graduate Development Programme from Foundation through to Part 3.

A graduate with a related semi-cognate degree will not be required to take the Foundation but may apply for exemption from assessment in one or all of the *Information Management and Control*, *Technology of Building* and *Introduction to Law* modules.

A graduate with a related cognate degree will be exempt from the Foundation and will receive automatic exemption from the assessment of the *Information Management and Control*, *Technology of Building* and *Introduction to Law* modules.

No exemptions from study will be permitted at Part 2 or Part 3.

### **7.2 English Language**

The language of instruction is English.

For those students whose first language is not English, there is an English language requirement of:

- O-level English language (Syllabus B Hong Kong, Grade B or above)
- IELTS British Council test 6.5
- TOEFL 570
- Use of English A/S-level grade C or above
- Proof of prior University level study conducted in the English language medium

The English language requirements are interpreted strictly, owing to the amount of learning material supplied in the English language medium to the students.

### **7.3 Admissions arrangements**

All standard applications for admission to the course are determined by the Admissions Officer. More complex, exceptional or unusual cases are dealt with by an Admissions Committee. Such cases would include applications for exemptions where there is no precedent for the qualification in question.

Members of the Admissions Committee are:

- The Admissions Officer
- The Programme Director
- The Admissions Tutor (as required)

### **7.4 Arrangements for transfer between programme routes**

The primary route through the Graduate Development Programme is the MSc in Surveying. All modules within the programme will be taught at an academic level consistent with the NQF level and the QAA module descriptors. However, not all students may wish to achieve the standards expected for the award of a masters degree. The programme therefore allows for two routes to the award of either a University or a College awarded qualification. The following arrangements are in place:

- Students initially register at Foundation or Part 1 for study within the Graduate Development Programme. During Part 1, students who wish to study for the MSc will request registration with the University for master's status from the start of Part 2. This request will be made at the time that the student elects the modules to be studied at Part 2. Also at this time a fee becomes payable for registration.
- A student who does not request master's status will continue through to the end of Part 2 and, upon successfully completing the required number of credits, is awarded a College Postgraduate Diploma in Surveying. If during the first two months of their Part 2 studies such a student wishes to register for the MSc, then they may apply to the Admissions Officer, who will consult with the Programme Director and the University before allowing the registration to be made. A registration fee will be payable to the University, together with an adjustment to agreed *per capita* fees.
- A student who registers for the MSc during Part 1 but subsequently decides not to pursue the master's degree may, upon payment of an administration fee, relinquish their master's status and revert to study for the College Postgraduate Diploma in Surveying.
- A student who completes the College diploma course and subsequently wishes to study for the MSc will be required to register for Part 2 and complete 5 modules in accordance with the progression rules before proceeding to Part 3. A Registration fee becomes payable to the University together with an adjustment to agreed *per capita* fees.

- A student who wishes to leave the programme with a University Postgraduate Diploma in Surveying at the end of Part 2 may, within 3 years, return their diploma and commence the Part 3 research study to gain the MSc award.

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

Students have access to module tutors and support staff involved in the programme through email and the Blackboard virtual learning environment. They are issued with the *contact details* of other students studying the programme in their locality. Each student is provided with a comprehensive *programme of studies* for each module and a *programme handbook* containing full details of the course, the modules, study techniques and the administrative rules, regulations and procedures.

### **8.1 Mentors**

Students are encouraged to identify mentors within their workplace who can guide and assist them in their study. Guidance is provided for mentors on supporting the learner and ways in which they can assist them in gaining the maximum from the learning experience.

### **8.2 Face-to-face tuition**

There are three intensive face-to-face tuition days arranged during each calendar year. These are not mandatory given the primarily online nature of the programme but are recommended as offering periods of contact during which students will have the opportunity for group work and presentations. Each session emphasises the problem-based nature of the programme, capitalising on the opportunity to identify, analyse and solve problems in real time.

Where feasible, a workshop approach is preferred over lectures, giving students ample scope to socialise and develop their group working skills. This benefits the online activity through the accelerated formation of a community of learners. Where tuition is provided in countries of SE Asia, due regard is given to the cultural differences that can inhibit group activity.

Face-to-face tuition is only offered at Reading in the UK, and in Hong Kong to comply with local registration.

### **8.3 Library and IT Facilities**

Learning support is provided by the College and includes written study material, material on CD Rom and video tape. In addition the College is committed to web-based learning which provides additional support from tutors, access to College research reports, course material and discussion groups. All students must have access to a PC and the internet to access the online support provided. The College operates its own IT help service for students.

In addition to the support provided by the College, students have access to various online facilities provided by the University of Reading including access to a number of online journals. Students who live locally (within 35 miles or 30 minutes travel time from Reading) can also join the University of Reading Library as External Borrowers. All students who visit the University of Reading for teaching sessions can use the University of Reading Library for reference purposes.

### **8.4 Guidance and care**

Student guidance and pastoral care is provided by the Programme Director, the Subject Tutors, the Programme Administrators and other administrative staff within the College.

## **9 Career prospects**

It is anticipated that 100% of Programme students are in relevant full-time employment before and during their studies, and to be seeking the award either for personal development or to further their career prospects or gain membership of one of the professional institutions.

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

Graduates from over thirty countries, amounting to approximately 15% of the student body, are regularly registered on the Graduate Development Programme. This demonstrates the true global attraction and nature of the international programme. Students wishing to change their employment or location during the programme may do so without penalty.

## **11 Programme aims and outcomes**

The College of Estate Management and the University of Reading both have a world-wide reputation for delivering education of the highest quality. This programme continues this tradition through its recognition and respect as the premier global conversion course for non- and semi-cognate graduates entering the land, real estate and construction industry.

### **11.1 Educational aims of the Programme**

The Programme is designed to provide students with a critical academic understanding of practice within a national, regional and local surveying context. There is an emphasis on developing advanced practice competencies for those in employment and enhancing ongoing career prospects. The programme makes no distinction between students' localities and makes a positive commitment to fostering an international community of learners.

- At Foundation students contextualise the area in which they work and the factors that influence practice. Study is broad and relatively shallow in approach.
- During Part 1 they advance and deepen their knowledge and skills in the core areas of Technology, Law, Basic Practice, Economics, Accounting and the Management of Information.
- At Part 2 the more advanced processes associated with Law, Economics and Management across the spectrum of surveying are investigated in detail, requiring a greater depth and focus than in earlier study.
- At Part 3 students use research skills and techniques to compile an in-depth and substantial dissertation on a closely defined aspect of practice studied at Part 2.

The educational objectives of the Graduate Development Programme leading to the MSc in Surveying award are summarised as:

- To produce independent learners
- To adopt a student centred approach to learning
- To develop active rather than passive learning
- To harness the Internet and offer effective web supported learning
- To ensure all students are proficient in the use of information and communications technology
- To provide students with the scholarship and competency associated with practice in their particular discipline and the know-how to extend their capability
- To develop a systematic, investigative and critical approach to solving problems commonly found within students' area of practice
- To emphasise creativity, originality and innovation in the development and completion of learning activities
- To provide students with a constructive learning experience in preference to highly structured spoon-feeding of information

- To adopt a reflective transformative approach to student development that harnesses their real-life experience
- To provide generic course materials that have international relevance
- To retain students within the programme by providing an engaging high quality learning experience.

## **11.2 Programme Outcomes**


Refer to following sub-clauses

*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 expect 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 module and programme handbooks.



### 11.2.1 Knowledge and Understanding

<p><b>A. On completion of the programme a student will have knowledge and understanding of the following subject matter:</b></p> <ol style="list-style-type: none"> <li>1. The contexts, people, relationships and activities involved in conducting business within the land, property and construction environment.</li> <li>2. The management functions within an organisation and the sources, measurement, interpretation and presentation of data and information</li> <li>3. The principles that influence the design, construction and performance of buildings.</li> <li>4. The principals of law and the legal framework that underpins practice in the surveying profession.</li> <li>5. The practices and procedures involved in the procurement, execution and delivery of professional work in the rural, property or construction sectors</li> <li>6. The economic and financial frameworks that influence practice in the rural, property and construction sectors</li> <li>7. The specific principles of law or statute that affect practice and procedure in relation to either planning and development, agricultural tenancy, land, real estate ownership and occupancy, compulsory purchase or construction.</li> <li>8. The philosophy and methodology of aspects of consultancy, marketing and management relevant to business, projects, professional practice, strategy, facilities or estates.</li> <li>9. The professional and personal skills required by managers in formulating strategies and plans to manage stages in the lifecycle of the land or property asset.</li> <li>10. The research process, research methods and the presentation of results in respect of land, construction and real estate problems</li> </ol>		<p><b>The outcomes will be delivered through the following teaching/learning methods and strategies:</b></p> <ul style="list-style-type: none"> <li>□ The programme adheres to best practice in the design and delivery of distance learning.</li> <li>□ The acquisition of knowledge is accomplished in each module of the Programme through the provision of designed distance learning resources including tailored reference materials, research reports, textbooks, video, CD-ROM, web-based resources and materials sourced through the student's workplace.</li> <li>□ Development of understanding and intellectual skills will occur through engaging the student in interactive learning activities designed for a problem based learning approach. These learning activities will include tests and self-assessment exercises delivered through Questionmark. Exchanges with tutors and peers and access to resources will be enabled through the Blackboard virtual learning environment. A significant proportion of activities will require the student to undertake research and reflection within their own workplace.</li> <li>□ Additionally support, advice, guidance and real time activity will occur through tutorials, guest lectures, seminars and team project work in face -to-face sessions.</li> <li>□ In the dissertation module, self directed learning and supervisor consultation will further extend the student's knowledge and understanding.</li> </ul>
<p><b>B. On completion of the programme a student will have knowledge and understanding of permutations of the following subject matter:</b></p> <ol style="list-style-type: none"> <li>1. The theoretical and practical problems in the preparation of valuations in accordance with professional regulations in the real estate and rural sectors.</li> <li>2. The concepts of value, its relationship with development opportunity and factors that influence the estimation and control of building costs.</li> </ol> <p style="text-align: right;"><i>Continued</i></p>		

*Knowledge and Understanding continued*

3. The practice and procedures for managing public and private property in the commercial, retail, industrial and residential sectors.
4. The concepts and theories of real estate economics and the operation of commercial property markets
5. The impact of property and development on the environment and policies to mitigate against adverse environmental effects
6. The principles of corporate finance and the role of property in investment strategies and the optimisation of real estate investment.
7. The role of real estate in corporate asset management and theories for the management of investment portfolios.
8. The management of property assets including the relevant application of landlord and tenant legislation, rent reviews, lease renewals, rental valuations and transactions advice.
9. The appraisal of financial viability in development and identification of sources and methods of finance.
10. The issues related to construction and property disputes including dispute avoidance and methods of dispute resolution
11. The principles and applications of construction technology in developing new industrial and commercial buildings
12. The structural behaviour of components and their influence on the design, construction and maintenance of buildings and other structures.
13. The procedures for the acquisition and disposal of land and property.
14. The concepts, constraints and feasibility of adapting and refurbishing existing buildings for new use and developing design solutions for alternative use.
15. The practice and procedures for resolving complex issues related to the measurement of building, civil engineering or mechanical and electrical work.
16. The processes and impact of town and country planning on the use and development of land and its sustainability.
17. The role, importance and limitations of planning policy relating to housing, design, retail development and urban regeneration decision making
18. The development of policies appropriate to the management and conservation of land.
19. The principles of building pathology in the assessment of faults and defects in existing buildings and the process of dilapidation surveys.

***Assessment of these outcomes will be made by:***

- Students are required to complete a minimum of two pieces of coursework in each module which are assessed within strict time frames.
- Coursework will require the student to prepare analyses, calculations, critical evaluations, designs, summaries, simulations etc in the form of extended essays or reports.
- Coursework will be assessed against defined criteria communicated to students beforehand.
- Approximately half of the modules are examined using an unseen closed book approach. The remaining modules are assessed on major pieces of coursework only.
- At least one module requires a formal Integrated Practice Report to be written as the final piece of coursework to demonstrate ability to combine concepts and ideas.
- Integration of concepts and principles between modules will be encouraged throughout the programme.
- Dissertations are assessed according to strict guidelines and a common marking scheme.

### 11.2.2 Intellectual skills

*On completion of the programme a student will be able to apply the following intellectual skills:*

1. Integrate theory and practice relevant to their particular learning needs including the ability to transfer knowledge, techniques and methods between subject areas.
2. Research, collect and synthesise information from a variety of sources.
3. Analyse and interpret information presented in a variety of forms and formats.
4. Think logically and critically in respect of the appropriate application of knowledge developed experientially.
5. Reflect on and critically deconstruct workplace practices and procedures.
6. Define, solve and advise on problems demonstrating powers of critical appraisal and synthesis.
7. Select and apply appropriate quantitative techniques of analysis and appraisal.
8. Plan, execute and write reports appropriate to an internal and external business client.
9. Adapt and apply knowledge and skills in a changing professional environment and within varying contexts.

*The outcomes will be delivered through the following teaching/learning methods and strategies:*

- The problem based approach to learning will require the student to employ considerable logic and intellectual skills in analysing problems, situations and scenarios before determining the appropriate learning materials to make reference to in order to arrive at an individual or collective solution.
- The reference materials to be drawn upon include texts, papers and web-based resources provided with the course and workplace documents and information found locally.
- The coursework and self-assessment varies across the modules but collectively covers skills 1-9.
- Feedback includes tutor comments on coursework, e-mailed advice, feedback from Questionmark diagnostic and formative tests and web-based answer guides.
- Web-based discussion boards within Blackboard facilitate communication between tutors and students.
- The dissertation process further embraces intellectual skills 1-7.

*Assessment of these outcomes will be made by:*

- Intellectual skills are assessed through coursework assignments, problems, reports and appraisals and through unseen examination and dissertation submission.
- All summative assessment will be made against defined criteria including demonstration of intellectual skills.

### 11.2.3 Practical Skills

*On completion of the programme a student will be able to apply the following practical skills:*

1. Locate information sources, assemble and present information in a variety of contexts and media.
2. Collate, manipulate and store data and information electronically.
3. Provide advice and guidance, communicating both formally and informally either face-to-face, through email or via discussion forum.
4. Collect, record, analyse and present statistical data.
5. Apply a variety of specialist analysis and appraisal techniques applicable to practice in the land and real estate professions and construction industry.
6. Use quantitative techniques as a basis for decision making.
7. Write reports in clear standard English and draft comprehensible sketches and diagrams.
8. Multitask and prioritise work to meet scheduled deadlines.
9. Work collaboratively with other people to complete tasks to deadlines.

*The outcomes will be delivered through the following teaching/learning methods and strategies:*

- All skills will be developed through completing the module learning activities and coursework.
- In particular Skills 1, 2, 4, 5, 6 and 7 are developed through the Dissertation Module.
- Skills 3-6 are variously developed in face-to-face syndicate exercises and coursework within the taught modules.
- Skills 4-5 are further extended through the dissertation process.

*Assessment of these outcomes will be made by:*

- Assessment of these skills is mainly undertaken through module coursework.
- Skills 3, 5, 6, 8 and 9 will be expected to be demonstrated at face-to-face teaching sessions.
- Skills 4-7 are also assessed through unseen examination.

### 11.2.4 Transferable Skills

*On completion of the programme a student will be able to demonstrate the following transferable skills:*

1. Communication skills
2. IT skills
3. Literacy
4. Numeracy
5. Problem-solving skills
6. Time management skills
7. Autonomous learning
8. Research skills
9. Business awareness

*The outcomes will be delivered through the following teaching/learning methods and strategies:*

- **Communication skills:** whereas oral communication is limited by the medium of the Programme, written communication is central to the success of students in the Programme.
- **IT skills:** All MSc students are expected to have access to PCs, e-mail and the Internet. The Programme is supported by the open areas of the College web-site. More specifically, the dedicated *Blackboard* virtual learning environment will be used to make learning activities and reference information available and significant use will be made of the discussion boards. Students have the option of submitting their coursework via the web. Completion of coursework will necessitate familiarity with Word and Excel. Students will also have access to online power-point presentations. Support and advice on IT aspects of the course is available to students.
- **Literacy and Numeracy:** These not only relate to desirable minimum requirements for the Programme but are skills that are encouraged and developed through assignment tasks and tutor feedback on style as well as content. Completion of assessment requires a mixture of essays, calculation, formal valuations and costings, reports, graphical presentations as well as dissertation writing. Guidance on the nature of these formats is provided throughout the course.
- **Problem-solving skills:** The fundamental pedagogy underpinning the design and delivery of the programme is centred on problem based learning with the student being introduced to topics through commonly found professional problems for which they must determine appropriate solutions.
- **Time management and autonomous learning:** By its nature distance learning requires students to develop the discipline of independent study. The flexibility on time, place and pace that it offers still requires the student to manage their time to complete the required study and coursework by the milestone dates indicated in the programme of studies.
- **Research and business skills:** The programme is geared to the detailed examination of practice in the land, real estate and construction sectors. During their study students will be expected to investigate and reflect on business practice and to source key documents and information from within their workplace. This enquiry skill developed to support study during the first two years will be formally converted into academic research skills in year three when the taught research methods module is taken and the dissertation is completed.

#### ***Assessment of outcomes:***

To a greater or lesser degree all the coursework and much of the examination in this course will require the student to demonstrate each of these transferable skills. For instance, to complete an assignment they must manage their time, assimilate the problem information forming the assignment, conduct the required research or investigation of their workplace, discuss their findings, generate a solution, create a document with text and calculation, save and send the document electronically.

**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 processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**