MSC SURVEYING

(APPLICABLE TO ALL STUDENTS REGISTERING IN 2009 / 2010)

SECTION 1   PROGRAMME SUMMARY

Programme Title:	**MSc in Surveying**
Awarding Institution:	The University of Reading
Teaching Institution:	The College of Estate Management
UoR Faculty:	Faculty of Science (Construction Management and Engineering)
For students entering in:	2009/10
Programme Directors:	Sylvia Osborn and 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:	July 2008

The Graduate Development Programme includes two pathways leading to either the award of the MSc in Surveying by The University of Reading (MSc route) or the award of a Postgraduate Diploma in Surveying by The College of Estate Management (Diploma route). Within this specification all references to the MSc should be interpreted as applying to both routes except where specifically stated.

SECTION 2   SUMMARY OF PROGRAMME AIMS

The qualifications examine 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 qualifications and promotes 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 emphasises, where possible, generic applications and practice and examines the theories that promote, justify and support these. It aims to maximise the use of 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.

SECTION 3   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 study.

The programme 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 are 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.

SECTION 4   PROGRAMME STRUCTURE AND CONTENT

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

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

Part 1: Fundamentals is a sequence of four modules designed to bring students up to speed in the processes of 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 with minimum pre-requisite. Exemptions may be given from assessment in up to two modules for students presenting proof of certificated prior learning in Building Technology or Law. Modules receiving exemption are not included within the MSc programme (see table 1).

Part 2: Application is a series of four modules which students elect to study by choosing one module from each of four 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: Students have two options at Part 3. They may take the **Research** option in which they study a research methods module before undertaking a dissertation that critically examines a specific aspect of surveying practice. Alternatively they may take the **Practice** option and complete one further taught module selected from a single baskets, and an integrated work-based project.

4.2 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.

All students studying for the MSc are required to complete a total of eight or nine modules which are either prescribed or elected by the student. These are in addition to the three conversion modules. The Foundation, Part 2 and Part 3 modules are mostly 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. Each module carries an allocation of credits as set out in Table 1, with each credit point 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. Alternatively the student may complete a 20 credit taught module followed by a piece of research conducted as a 40 credit project undertaken within their workplace.

The course structure and modules 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 programme is incrementally developmental with the Foundation taught at level I and the whole of Part 1 at H level. All modules at Part 2 and Part 3 are studied 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.

Table 1: Programme Modules				
Module Code	*Module Title*	*Credits*	*Assessment Coursework / Examination*	*Level*

CONVERSION STUDY (These credits do not count towards the MSc in Surveying)

FOUNDATION (Required for Non-Cognate Degree Holders)				
K001URB	The Context of Urban and Rural Business	20	CW Only	I

PART 1 FUNDAMENTALS OF PRACTICE (Students follow either Real Estate or Construction Route)				
K102TEC	The Technology of Buildings	20	CW Only	H
K103LAW	Introduction to Law	20	CW & Exam	H

POSTGRADUATE STUDY (Credits earned from this point count towards the MSc in Surveying

either	CE3MFP/ K104FEP	Fundamentals of Real Estate Practice	20	CW & Exam	H
or	CE3MFC/ K105FCP	Fundamentals of Construction Practice	20	CW & Exam	H
either	CE3MMF/ K106MAF	Real Estate Markets and Finance	20	CW Only	H
or	CE3MCF/ K107CMF	Construction Markets and Finance	20	CW Only	H

PART 2 APPLICATIONS IN PRACTICE (Students choose one module from each basket)					
Basket A					
either	CEMMPL/ K201PLW	Planning Law	20	CW & Exam	M
or	CEMMAL/ K202ALW	Rural Property Law	20	CW & Exam	M
or	CEMMEL/ K203REL	Real Estate Law	20	CW & Exam	M
or	CEMMCL/ K204CLW	Construction Law	20	CW & Exam	M
or	CEMMCP/ K205CMP	Compulsory Purchase and Planning Compensation	20	CW & Exam	M
Basket B					
either	CEMMAV/ K206AVS	Applied Valuation & International Standards	20	CW & Exam	M
or	CEMMEV/ K207CEV	Construction Economics and Value Management	20	CW & Exam	M
or	CEMMRV/ K209RV	Valuation and Management of the Rural Enterprise	20	CW & Exam	M
or	CEMMEE/ K210REE	Real Estate Economics	20	CW & Exam	M
Basket C					
either	CEMMVH/ K208RVH	Housing Policy and Development	20	CW Only	M
or	CEMMPM/ K211PM	Project Management	20	CW Only	M
or	CEMMAF/ K212AFM	Agriculture and Rural Environmental Management	20	CW Only	M
or	CEMMUM/ K214UEM	Commercial Property Management	20	CW Only	M
or	CEMMDA/ K216DA	Development Appraisal	20	CW Only	M
or	CEMMCT/ K218CT	Construction Technology	20	CW Only	M
or	CEMMMA/ K221MAB	Maintenance and Adaptation of Buildings	20	CW Only	M
or	CEMMCQ/ K222QCP	Civil Engineering QS Practice	20	CW Only	M
or	CEMMMQ/ K223QMP	M&E QS Practice	20	CW Only	M
or	CEMMPI/ K225CPI	Commercial Property Investment	20	CW Only	M
or	CEMMQS/ K234CQS	Contemporary QS Practice	20	CW Only	M
or	CEMMBA/ K235MBA	Valuation of Machinery and Business Assets	20	CW Only	M
Basket D					
either	CEMMCM/ K215CM	Construction Management	20	CW Only	M
or	CEMMDR/ K217DR	Dispute Resolution	20	CW Only	M
or	CEMMAD/ K220ADP	Acquisition & Disposal of Land and Real Estate	20	CW Only	M
or	CEMMPP/K224PPP	Planning Policy and Practice	20	CW Only	M
or	CEMMLT/ K227LTP	Landlord and Tenant Practice	20	CW Only	M
or	CEMMPI/ K228BPI	Building Pathology and Inspection	20	CW Only	M
or	CEMMRE/ K229REM	Sustainable Rural Estate Management	20	CW Only	M
or	CEMMFM/ K232FM	Facilities Management	20	CW Only	M
or	CEMMTX/ K233NLT	National and Local Tax	20	CW Only	M
or	CEMMCP/ K236CPR	Construction Procurement	20	CW Only	M

PART 3 PRACTICE OF SURVEYING (Alternative to Part 3 Research)					
	CEMMPR/ K303PRO	Integrated Work-Based Project	40	CW Only	M
Basket E					
either	CEMMMG/ K330CPM	Consultancy and Practice Management	20	CW Only	M
or	CEMMMC/ K338PMC	Construction Project Management	20	CW Only	M
or	CEMMSF/ K337SUS	Sustainable Futures	20	CW Only	M
or	CEMMMS/ K331MSM	Marketing and Business Development	20	CW Only	M

PART 3 RESEARCH (Alternative to Part 3 Practice of Surveying)					
	CEMMRS/ K301RM	Research Methods	20	CW Only	M
and	CEMMDS/ K302DIS	Dissertation	40	CW Only	M

SECTION 5   PART TIME / 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 as 20 or 40 credits at I, H or M level.
- 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 University of Reading MSc in Surveying. Of these, 140 credits must be studied at M level and 40 at H level.
- A student leaving the programme at the end of Part 2 will be entitled to the award of either a University of Reading or a College of Estate Management Postgraduate Diploma in Surveying on completion of 120 credits. Of these, 80 credits must be studied at M level and 40 at H level.
- 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 University of Reading Postgraduate Certificate in Surveying or a College of Estate Management Postgraduate Certificate in Surveying if they have completed 60 credits. Of these, 40 credits must be at M level. Certificates will generally only be awarded to credit study where this is incomplete and no further retake attempts are permissible.
- A student leaving during the Foundation or Part 1 courses will not be eligible for any award as no M level modules will have been completed.

5.1 Study schedule

Each module is scheduled for 9 weeks study with a 1 week break between each. The exceptions are the Dissertation and Integrated Work-Based Report at Part 3 which are scheduled for 27 weeks. 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 as necessary. The schedule of study for one cohort is illustrated in Table 2.

SECTION 6   PROGRESSION REQUIREMENTS

All modules studied within the Programme are, for the purposes of these rules, designated as core and must be passed. Reference should be made to section 7.2 for details of assessment.

6.1 Foundation to Part 1 progression (Foundation students only)
The Foundation module accounts for 20 credits at I level. Within the Programme there is no bar to a student progressing directly from Foundation to Part 1, however, the Foundation module must be passed with a minimum mark of 40% before a student may progress to Part 2.

In the event that a student fails to complete the module, they will have two further opportunities to resubmit one or both assignments for re-assessment at dates scheduled during Part 1 (normally July and October). No additional fee is charged for resubmission. If a student defers taking these additional opportunities, they will be required to submit new assignments during the next full presentation of the foundation module and to pay a retake fee.

Failure to pass the module within three attempts will result in failure of the Foundation module and a bar on their progressing to Part 2 of the Programme.

6.2 Part 1 to Part 2 progression (All students)
Part 1 accounts for 80 credits at H level. The programme design assumes that all students have achieved a thorough grounding in the Part 1 subject areas before Part 2, therefore, a student must have passed all four modules at Part 1 (or received exemption) before proceeding to Part 2. The pass mark for all modules at Part 1 is 40%.

Table 2: GRADUATE DEVELOPMENT PROGRAMME - REVISED STRUCTURE - 2008/12 Cohort Progression

Date 2008 (Mon)	2008 Taught	Date 2009 (Mon)	2009 Taught	Date 2010 (Mon)	2010 Taught	Date 2011 (Mon)	2011 Taught	2011 Research	Date 2012 (Mon)	2012 Taught	2012 Research
07/01		05/01	FOUNDATION Registration	04/01	2 streams - Real Estate / Construction Markets and Finance - 9 weeks - 20 credits - CW Only	03/01	Options Basket D - 9 weeks - 20 credits - CW Only		02/01	Integrated Project to Complete	Dissertation to Complete
14/01		12/01		11/01		10/01			09/01		
21/01		19/01		18/01		17/01			16/01		
28/01		26/01	Common - Context of Urban & Rural Business - 9 weeks - 20 credits - CW Only - Exemption possible	25/01		24/01			23/01		
04/02		02/02		01/02		31/01			30/01	*End Part 3*	
11/02		09/02		08/02		07/02			06/02		
18/02		16/02		15/02		14/02			13/02		
25/02		23/02		22/02		21/02			20/02		
03/03		02/03		01/03		28/02			27/02		
10/03		09/03		08/03	*End Part 1*	07/03	*End Part 2*		05/03		
17/03		16/03		15/03		14/03			12/03		
24/03		23/03		22/03		21/03			19/03		
31/03		30/03	*End Foundation*	29/03	Result Board	28/03	Result Board		26/03	Result Board	Result Board
07/04		06/04	PART 1 Registration	05/04	PART 2 Registration	04/04	PART 3 Registration		02/04		
14/04		13/04		12/04		11/04			09/04		
21/04		20/04		19/04		18/04			16/04		
28/04		27/04		26/04		25/04			23/04		
05/05		04/05	Common - Technology of Building - 9 weeks - 20 credits - CW Only - Exemption possible	03/05	Options Basket A - 9 weeks - 20 credits - Examined	02/05	Options Basket E - 9 weeks - 20 credits - CW Only	Research Methods - 9 weeks - 20 credits - CW Only	30/04		
12/05		11/05		10/05		09/05			07/05		
19/05		18/05		17/05		16/05			14/05		
26/05		25/05		24/05		23/05			21/05		
02/06		01/06		31/05		30/05			28/05		
09/06		08/06		07/06		06/06			04/06		
16/06		15/06		14/06		13/06			11/06		
23/06		22/06		21/06		20/06			18/06		
30/06		29/06		28/06		27/06			25/06		
07/07		06/07	*Break*	05/07	*Break*	04/07	*Break*	*Break*	02/07		
14/07		13/07	Common - Introduction to Law - 9 weeks - 20 credits - Examined - Exemption possible	12/07	Options Basket B - 9 weeks - 20 credits - Examined	11/07	Integrated Work-Based Project - 27 weeks - 40 credits - CW Only	Dissertation - 27 weeks - 40 credits - CW Only	09/07	Award Ceremony	
21/07		20/07		19/07		18/07			16/07		
28/07		27/07		26/07		25/07			23/07		
04/08		03/08		02/08		01/08			30/07		
11/08		10/08		09/08		08/08			06/08		
18/08		17/08		16/08		15/08			13/08		
25/08		24/08		23/08		22/08			20/08		
01/09	FOUNDATION Registration	31/08		30/08		29/08			27/08		
08/09		07/09		06/09		05/09			03/09		
15/09		14/09	*Break*	13/09	*Break*	12/09			10/09		
22/09	Induction Study - 4 weeks - CW only	21/09	2 streams - Real Estate / Construction Fundamentals of Practice - 9 weeks - 20 credits - Examined	20/09	Options Basket C - 9 weeks - 20 credits - CW Only	19/09			17/09		
29/09		28/09		27/09		26/09			24/09		
06/10		05/10		04/10		03/10			01/10		
13/10		12/10		11/10		10/10			08/10		
20/10	Common - Context of Urban & Rural Business - 9 weeks - 20 credits - CW Only - Exemption possible	19/10		18/10		17/10			15/10		
27/10		26/10		25/10		24/10			22/10		
03/11		02/11		01/11		31/10			29/10		
10/11		09/11		08/11		07/11			05/11		
17/11		16/11		15/11		14/11			12/11		
24/11		23/11	*Break*	22/11	*Break*	21/11			19/11		
01/12		30/11	Revision and Exams - 3 weeks	29/11	Revision and Exams - 3 weeks	28/11			26/11		
08/12		07/12		06/12		05/12			03/12		
15/12		14/12		13/12		12/12			10/12		
22/12	Xmas	21/12	Xmas	20/12	Xmas	19/12	Xmas		17/12	Xmas	
29/12		28/12		27/12		26/12			24/12		

A student may have a maximum of three attempts to pass each module at Part 1. Failure to complete the Part 1 modules within three attempts will result in the student being required to withdraw permanently from the Programme. They will not be entitled to any formal certificate for the modules completed.

6.3 Part 2 to Part 3 progression (MSc route)
Part 2 accounts for 80 credits at M level. The pass mark for all modules at Part 2 is 40%. A student must have passed each module studied, and achieved a weighted average of 50% or more across the four modules at Part 2, before proceeding to Part 3.

An MSc route student may have a maximum of two attempts to pass each module at Part 2. Failure to complete the Part 2 modules within two attempts will result in the student being required to withdraw permanently from the Programme. At the discretion of the GDP Examination Results Board the student may be awarded a postgraduate Certificate in Surveying, subject to complying with section 5 above.

6.4 Part 2 to PG Diploma Award (UoR MSc route)
A successful student may opt to leave the Programme at the end of Part 2 and take the University of Reading postgraduate Diploma in Surveying. He or she may then take a gap of up to three academic years before returning to complete Part 3. Their Diploma certificate must be returned before they will be enrolled for Part 3.

6.5 Part 2 to Award Progression (CEM Diploma route)
Part 2 accounts for 80 credits at M level. A student must have passed all four modules at Part 2 before being awarded the diploma. The pass mark for all modules at Part 2 is 40%.

A diploma route student may have a maximum of three attempts to pass each module at Part 2. Failure to complete the Part 2 modules within three attempts will result in the student being required to withdraw permanently from the Programme. At the discretion of the GDP Examination Results Board the student may be awarded a postgraduate Certificate in Surveying, subject to complying with section 5 above.

6.6 Part 3 to Award Progression (MSc route)
Part 3 accounts for 60 credits at M level. The pass mark for the taught modules is 40%. The dissertation or integrated work-based project must be passed with a minimum mark of 50%. A student must have passed each module studied, and achieved a weighted average of 50% or more across the four modules at Part 2 and the modules taken at Part 3, before being awarded the MSc.

An MSc route student may have a maximum of two attempts to pass each module at Part 3. Failure to complete the Part 3 modules within two attempts will result in the student being required to withdraw permanently from the Programme. They will be entitled to be awarded the postgraduate Diploma in Surveying, subject to complying with section 5 above.

SECTION 7   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.

7.1 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 they are expected to be able to 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.

7.1.1 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. The most suitable approach to delivering these outcomes is problem-based learning. 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 tutors acting as mentors and facilitators 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.

7.1.2 Structure of learning

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


Figure 1: Learning structure
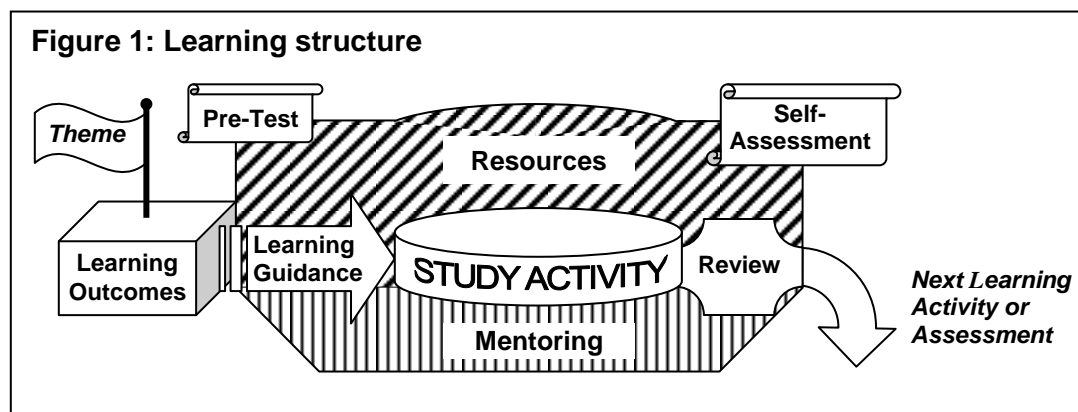
Study of a subject is divided into themes, which provide the starting point and focus for the study of a broad collection of related topics with specified learning outcomes. The study activity represents structured events where students have space to complete tasks designed to meet the learning outcomes. Activities may relate to theoretical or workplace problems and involve research, analysis or reflection conducted individually or collectively within groups. To maintain structure the learning guidance channels the student towards each activity rationalising learning needs, stimulating ideas, suggesting alternative viewpoints, highlighting problems and suggesting resource usage.

Resources wrap around each module and include reference papers adapted from conventional study papers, journal articles, research papers, web sources, audio or videotapes, textbooks, DVD or CD-ROMs. They are

not studied prior to starting the activity but are accessed as a direct response to learning needs that become apparent to the student in order to complete the tasks.

Formative feedback to the student on their progress is essential as they enter themes and leave sets of activities. The pre-tests are self-diagnostic interactive quizzes that help the student to understand what they already know and what they need to know. Similarly the self-assessment quizzes help the student to recognise what they have learned from the activity and what they next need to know.

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 as illustrated in Figure 2. The simple rationale is that if the student wants the qualification they must complete the assessment. To complete the assessment they must complete the activities and to complete the activities they must use and understand the resources.

Figure 2: Learning pools and summative assessment
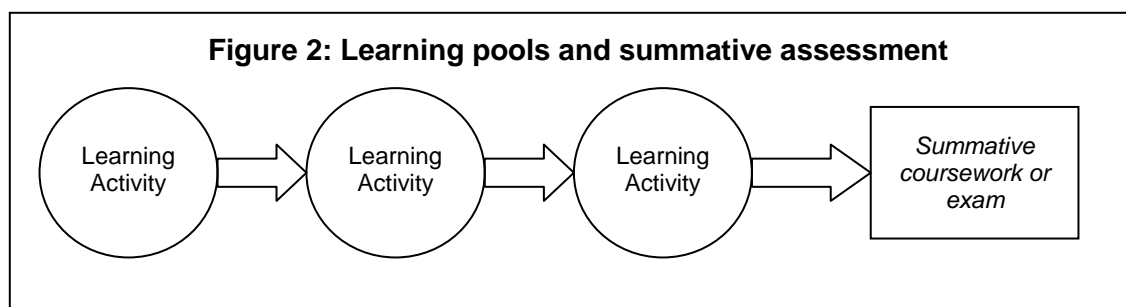
Critical to their achieving this is the tutor whose support and encouragement keeps them on course. Therefore mentoring and review are fundamental to the model as it is the encouragement and remedial guidance of a dedicated mentor that stimulates the student to participate and motivates them to continue through the learning process. By reviewing outcomes of activities with students, both during and on completion of learning activities, this feedback keeps the student motivated and committed. Tutors also provide summative feedback to students on their coursework and, collectively through the module tutors, on their examination performance.

7.1.3 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 College's virtual learning environment (VLE) 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 section 9 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, , 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, and to analysing workplace practice.

7.1.4 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 study and assessment. Practitioner members provide valuable insights into current issues of importance to 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 VLE or the College's in-house student journal, *Cemi-circular*, which is published bi-annually.

Text books are provided 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 or as downloadable podcasts produced within the College.

7.2 Assessment
Assessment is in accordance with the University's Statutes and Ordinances, modified as appropriate to distance learning students.

The College continually strives to ensure that the assessment employed in each module fairly covers 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 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, with indicative word length, is shown in Table 3.

Table 3: Assessment Weighting								
Assessment	20 Credit Taught Module				40 Credit Project		40 Credit Dissertation	
	Assessed		Examined		Assessed		Assessed	
	Weighting	Word Length	Weighting	Word Length	Weighting	Word Length	Weighting	Word Length
Assignment 1	40%	4,000	20%	2,500	20%	2,500	100%	12,000 - 15,000
Assignment 2	60%	6,000	20%	2,500	80%	8,000 - 10,000		
Examination	N/A	N/A	60%	N/A				

7.2.1 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 module tutors.

The size and weighting of the assignments for assessed-only modules is significantly 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 at Part 3 is either a report based on the integrated work-based project or a dissertation which integrates study from across the subjects studied during the Programme.

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 the student's group tutor for the relevant module. 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. A system of online feedback is in place which quickly returns the mark and overall comments to the student by email.

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

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

7.2.2 Online participation
A high proportion of the study within each module requires students to be active online. This involves their participation in discussions and debates about issues identified or raised within the learning activities. This is considered to be an essential element of the learning process and to give incentive to the students to engage a participation mark of 10 marks is included in the overall mark for each assignment.

The mark awarded by the group tutor is based on the student's frequency of participation and the quality of both their input to activities and their responses to other students.

7.2.3 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. Students are limited to a maximum of 3 automatic extensions in any one registration period (one only for Foundation).

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 due at the end of Parts 1 and 2, and the dissertation or integrated work-based report at Part 3. No extension of time is permitted and the due date shown in the course timetable is the final date for submission.

7.2.4 Examinations
Formal unseen examinations are held in December of each academic year. The examined subjects are the *Introduction to Law* and *Fundamentals of Practice* modules at Part 1 and all modules offered in baskets A and B 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 or integrated work-based project.

The exam papers are presented to Examination Scrutiny Boards for each Part. Results are considered by the GDP Examination Results Boards for each Part. These Boards are the equivalent of Departmental Examiners' Meetings and are chaired by a senior College member of staff. 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 7.2.13.

Prior to the examinations, external examiners scrutinise the draft examination papers and marking guides. Their written comments are responded to by the main examiner for the relevant paper and agreed adjustments made to the final paper set.

In advance of the results board the external examiners have access to all examination scripts, samples of student assignments and sets of assessment marks and grades by student. At the meeting, recommendations on borderline cases and mitigating / extenuating circumstances are presented by the course team resulting from module boards held in advance of the results meeting.

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

7.2.6 Mark Interpretation (MSc Route)

The following categories apply to University of Reading MSc route:

Passing categories | Failing categories
70 – 100% Distinction | 40 – 49% Work below threshold standard
60 – 69% Merit | 0 – 39% Unsatisfactory Work
50 – 59% Good Pass

7.2.6.1 UoR Masters Degree

To pass the MSc students must gain an average weighted mark of 50 or more across modules taken at Parts 2 and 3. This must include a mark of 50 or more for the dissertation or project *and there must be no mark below 40 in any examined module.* In addition the total credit value of modules marked below 40 must not exceed 30 credits and the total for all modules marked below 50 must not exceed 55 credits. See clause 7.2.8.

Students who gain an average weighted mark of 70 or more overall across Parts 2 and 3, including a mark of 60 or more for a dissertation or project, and have no mark below 40 at Parts 2 and 3 will be eligible for a Distinction.

Those gaining an average weighted mark of 60 or more overall across Parts 2 and 3, including a mark of 50 or more for a dissertation or project, and have no mark below 40 at Parts 2 and 3 will be eligible for a Merit.

7.2.6.2 UoR PG Diploma

To pass the Postgraduate Diploma students must gain an average weighted mark of 50 or more at Part 2 (and Part 3 as applicable). Across the modules studied there should be *no mark below 40 in any examined module.* In addition the total credit value of modules marked below 40 must not exceed 30 credits and the total for all modules marked below 50 must not exceed 55 credits. See clause 7.2.8.

Students who gain an average weighted mark of 70 or more across Part 2 (and Part 3 as applicable) and have no mark below 40 across Part 2 (and Part 3 as applicable) will be eligible for the award of a Distinction.

Those gaining an average weighted mark of 60 or more across Part 2 (and Part 3 as applicable) and have no mark below 40 across Part 2 (and Part 3 as applicable) will be eligible for a Merit.

7.2.6.3 UoR PG Certificate

To pass the Postgraduate Certificate students must gain an average weighted mark of 50 or more across Part 2 (and Part 3 as applicable). Across the modules studied there should be *no mark below 40 in any examined module.* In addition the total credit value of all modules marked below 40 must not exceed 20 credits. See clause 7.2.8.

Award of the postgraduate certificate is at the discretion of the GDP Examination Results Board.

7.2.7 Mark Interpretation (CEM Route)

The following categories apply to the College of Estate Management Diploma route:

Passing categories | Failing categories
70 – 100% Distinction | 0 – 39% Unsatisfactory Work
60 – 69% Merit
50 – 59% Good Pass
40 – 49% Basic Pass

7.2.7.1 CEM PG Diploma

To pass the Postgraduate Diploma students must gain an average weighted mark of 40 or more at Part 2. Across the modules studied there should be *no mark below 40 in any examined module.* In addition the total

credit value of modules marked below 40 must not exceed 30 credits and the total for all modules marked below 50 must not exceed 55 credits. See clause 7.2.8.

Students who gain an average weighted mark of 70 or more across Part 2 and have no mark below 40 across Part 2 will be eligible for the award of a Distinction.

Those gaining an average weighted mark of 60 or more across Part 2 and have no mark below 40 across Part 2 will be eligible for a Merit.

7.2.7.2 CEM PG Certificate
To pass the Postgraduate Certificate students must gain an average weighted mark of 40 or more across Part 2. Across the modules studied there should be *no mark below 40 in any examined module*. In addition the total credit value of all modules marked below 40 must not exceed 20 credits. See clause 7.2.8.

Award of the postgraduate certificate is at the discretion of the GDP Examination Results Board.

7.2.8 Reasonable diligence
The provision to permit a candidate to be passed overall with a profile containing marks below 40 is made subject to the condition that there is evidence that the candidate applied him or herself to the work of those modules diligently and has not been absent from any examination without reasonable cause. For the purpose of clarity reasonable diligence may be demonstrated by the student:

(i) completing all required coursework for each module in full and in their own words; and, where relevant,

(ii) submitting examination material in the prescribed manner.

(iii) participating fully in scheduled online activities.

Students may provide evidence of valid extenuating circumstances which the GDP Examination Results Board may take into account, at its discretion, where a student's commitment and diligence is questioned.

7.2.9 Ratification of results
All results are discussed by the GDP Examination Results Board, In the case of MSc route students 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

Senate
Faculty Examiner' Meeting
Examinations Results Board
Examiners
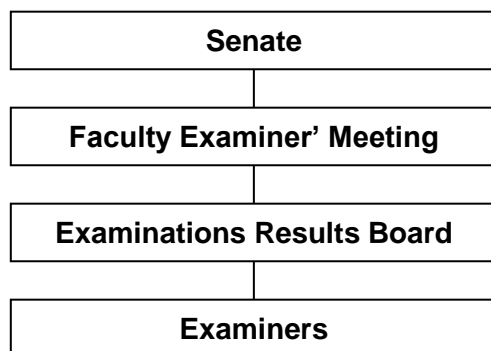
7.2.10 Examiners

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 may be appointed as examiner for specialist subjects.

Normally the examiner setting the examination paper will also mark the completed scripts. 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 their assistant(s)   Where more than one marker is required for a particular examination paper, the examiner exercises overall control and conducts appropriate moderation.

In advance of examinations students may raise queries with the examiner through a dedicated online forum which is open for 4 weeks up to the examination date. Candidates who have failed one or more modules frequently seek post-examination help. The examiner normally gives this in the form of individualised written advice on areas of weakness. Additionally comments from individual markers for examination papers are combined into a generic set of feedback by the main examiner and this is made available to current and future students through the VLE.

7.2.11 Module retakes and attempts

A re-sit period for students to retake exams or resubmit coursework is not feasible in the case of either route within the Graduate Development Programme. Subject to the progression rules set out in section 6, a student who fails an examined module will be obliged to retake that module in the following year.

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

7.2.12 University representatives

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

7.2.13 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 Royal Institution of Chartered Surveyors, 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, as detailed at 7.2.4. They present a written report to the Vice-Chancellor of the University. The reports are subsequently sent to the Principal of the College and issues raised are addressed by the programme team through the College's Postgraduate Board of Studies. The Board of Studies determines any action to be taken as a result.

7.3 Procedures for initiating and introducing changes

Syllabus changes during the life of the course are largely triggered by the outcome of the annual academic Course Review, the deliberations of the Subject Advisory Committees, feedback from students and on the initiatives of the subject tutors. The syllabus is reviewed annually as part of the course review mechanism.

The annual academic Course Review panel consists of the Programme Directors, subject tutor(s), Examinations Officer and Admissions Officer. This is a valuable forum in which the course team can determine 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 Directors are responsible for briefing administrative staff as to any procedural or operational implications.

7.4 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.

SECTION 8   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 clause 8.2.

A student not currently in relevant employment may be offered a place on the course at the discretion of the Programme Director where there is evidence that they are actively seeking employment and have a suitable mentor identified.

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

8.1 Exemptions
A student may enter the Programme at different points dependent on the discipline of their previous qualifications:
- A graduate with a degree in an unrelated non-cognate subject will be required to take the whole Graduate Development Programme and enter at Foundation. Law graduates may apply for a single exemption from assessment in the *Introduction to Law* module at Part 1.
- A graduate with a semi-cognate degree related to the real estate or construction sectors will not be required to take the Foundation. They will enter the Programme at the start of Part 1 and may apply for exemption from assessment in the *Technology of Building* and/or *Introduction to Law* modules subject to providing evidence of previous study at H level.
- A graduate with a cognate degree in a real estate or construction discipline will be exempt from the Foundation and will receive automatic exemption from assessment in the *Technology of Building* and *Introduction to Law* modules.

No exemption from study is permitted for any module at Part 2 or Part 3. All students receive a complete set of Part 1 study materials.

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

8.3 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 Directors;
- The Admissions Tutor (as required)

8.4 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 is 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 Part 1 student who does not request master's status will follow the Diploma route through to the end of Part 2 and, upon successfully completing the required number of credits set out at section 6, be 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, 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 Part 2 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 Part 2 student who completes the College diploma course and subsequently wishes to study for the MSc will be required to re-register for Part 2 and complete four further modules in accordance with the progression requirements set out at section 6 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 course to gain the MSc award.

SECTION 9   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. 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.

9.1 Induction and Study Skills

All new students commencing the programme are recommended to take a short induction course. This provides an introduction to distance study and helps the student to ease into the discipline of combining study with work and home life. It also provides practice in writing at the appropriate academic level expected.

During their studies students have access to an online resource providing guidance on a range of issues related to study skills. Tutors may refer students to relevant sections of this where deficiencies in student's work is found.

9.2 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.

9.3 Face-to-face tuition

There are up to three intensive face-to-face tuition days arranged during each academic period. 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 problem-solving. This benefits the online activity through the accelerated formation of a community of learners. Where tuition is provided in countries outside the UK, due regard is given to the cultural differences that may inhibit group activity.

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

9.4 Library and IT Facilities

Learning support is provided by the College and includes written study material, material on CD-ROM, DVD 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 including ATHENS 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.

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

SECTION 10   CAREER PROSPECTS

The majority of Programme students are in relevant full-time employment before and during their studies, and are studying either for personal development or to further their career prospects or gain membership of one of the professional institutions.

SECTION 11   OPPORTUNITIES FOR STUDY ABROAD OR FOR PLACEMENTS

Graduates from over forty countries, amounting to approximately 20% of the student body, are regularly registered on the Graduate Development Programme. This demonstrates the global reach and nature of the programme. Students wishing to change their employment or location during the programme may do so without penalty.

SECTION 12   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 as the premier global conversion course for graduates entering, or working within, the land, real estate and construction industry.

12.1 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 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 and Finance.
- At Part 2 the more advanced processes associated with Law, Economics and Management across the spectrum of surveying practice are investigated in detail, requiring a greater depth and focus than in earlier study.
- At Part 3 students use research skills and techniques to either compile an in-depth and substantial dissertation on a closely defined aspect of practice or to prepare a detailed report that examines an aspect of workplace practice.

The educational objectives of the Graduate Development Programme leading to the Surveying award are summarised as:
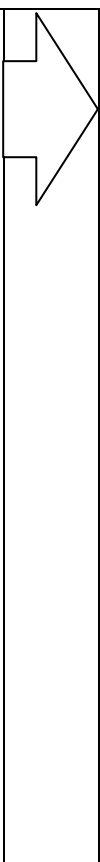- To produce independent learners;
- To adopt a student centred approach to learning;

- 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 students with generic course materials that have international relevance;
- To retain students within the programme by providing an engaging high quality learning experience.

12.2 Programme Outcomes

Refer to the following sub-clauses.

12.2.1 Knowledge and Understanding

A. On completion of the programme a student will have knowledge and understanding of the following subject matter: 1. The contexts, people, relationships and activities involved in conducting business within the land, property and construction environment. 2. The management functions within an organisation and the sources, measurement, interpretation and presentation of data and information 3. The principles that influence the design, construction and performance of buildings. 4. The principals of law and the legal framework that underpins practice in the surveying profession. 5. The practices and procedures involved in the procurement, execution and delivery of professional work in the rural, property or construction sectors 6. The economic and financial frameworks that influence practice in the rural, property and construction sectors 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. 8. The philosophy and methodology of aspects of consultancy, marketing and management relevant to business, projects, professional practice, strategy, facilities or estates. 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. 10. The research process, research methods and the presentation of results in respect of land, construction and real estate problems	**The outcomes will be delivered through the following teaching/learning methods and strategies:** ▫ The programme adheres to best practice in the design and delivery of distance learning. ▫ 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. ▫ 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. ▫ Additionally support, advice, guidance and real time activity will occur through tutorials, guest lectures, seminars and team project work in face -to-face sessions. ▫ In the dissertation module, self directed learning and supervisor consultation will further extend the student's knowledge and understanding.
B. On completion of the programme a student will have knowledge and understanding of permutations of the following subject matter: 1. The theoretical and practical problems in the preparation of valuations in accordance with professional regulations in the real estate and rural sectors. 2. The concepts of value, its relationship with development opportunity and factors that influence the estimation and control of building costs. *Continued*	

3. The practice and procedures for managing public and private property in the commercial, retail, industrial and residential sectors.	*Assessment of these outcomes will be made by:*
4. The concepts and theories of real estate economics and the operation of commercial property markets	□ Students are required to complete a minimum of two pieces of coursework in each module which are assessed within strict time frames.
5. The impact of property and development on the environment and policies to mitigate against adverse environmental effects	□ Coursework will require the student to prepare analyses, calculations, critical evaluations, designs, summaries, simulations etc in the form of extended essays or reports.
6. The principles of corporate finance and the role of property in investment strategies and the optimisation of real estate investment.	□ Coursework will be assessed against defined criteria communicated to students beforehand.
7. The role of real estate in corporate asset management and theories for the management of investment portfolios.	□ Approximately half of the modules are examined using an unseen closed book approach. The remaining modules are assessed on major pieces of coursework only.
8. The management of property assets including the relevant application of landlord and tenant legislation**,** rent reviews, lease renewals, rental valuations and transactions advice.	□ At least one module requires a formal report to be written as the final piece of coursework to demonstrate ability to combine concepts and ideas.
9. The appraisal of financial viability in development and identification of sources and methods of finance.	□ Integration of concepts and principles between modules will be encouraged throughout the programme.
10. The issues related to construction and property disputes including dispute avoidance and methods of dispute resolution	□ Dissertations are assessed according to strict guidelines and a common marking scheme.
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.	

12.2.2 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.

12.2.3 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 though 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.

12.2.4 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.