

BSc Rural Property Management
For students entering Part 1 in 2013/4

UCAS code: D440

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Construction, Property and Surveying Town and Country Planning Agriculture, Horticulture, Forestry, Food and Consumer Sciences
Faculty:	Henley Business School at Univ of Reading
Programme length:	3 years
Date of specification:	03/Jul/2015
Programme Director:	Dr Steven Devaney
Programme Advisor:	
Board of Studies:	Henley Business School Board of Studies for Undergraduate Programmes
Accreditation:	Royal Institution of Chartered Surveyors

Summary of programme aims

The BSc programme is a blend of academic rigour and applied practical analysis. It aims to provide students with a sound financial and management education to enable them to develop careers either as rural Chartered Surveyors, rural property advisors or in wider business outside the property profession; to enable students to engage confidently in the rural property and other assets markets; to emphasis the value of inter-disciplinary working; to provide students with a structured but flexible learning framework; and to ensure that the skill areas covered by the programme are applicable to a range of occupational and professional needs.

Transferable skills

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

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

Programme content

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

The programme is taught in parallel with the BSc Real Estate and students on the Rural Property Management programme may choose to transfer to the more flexible Real Estate programme at various stages during their studies. Similarly Students registered on the BSc Real Estate may choose to transfer into the rural degree provided the appropriate pre-requisite modules have been accumulated.

Part 1 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
LW101F	Introduction to Property Law	10	4
LW1A05	General Introduction to Law	10	4
RE1IAP	Investment Appraisal	20	4
RE1PREP	Projects in Real Estate and Planning (1)	40	4
RE1IPB	Introductions to Planning and Building	20	4
IC103	Introductory Economics for Business and Finance	20	4

Part 2 (three terms)

Compulsory modules

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

Part 3 (three terms)

Compulsory modules

RE3ALV	Agricultural Law & Valuation	20	6
RE3RPP	Rural Policy & Planning	20	6
RE3RPS	Rural Projects	30	6
RE3EFBM	Estate Finance & Business Management	10	6

Optional modules available in Part 3

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

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

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

Progression requirements

To proceed from Part 1 to Part 2 of the BSc Rural Property Management degree a student must:

- (i) achieve an overall weighted average of at least 40% across all Part 1 modules totalling 120 credits;
- (ii) achieve at least 40% in modules totalling 100 credits and at least 35% in the remaining 20 credits.
- (iii) obtain marks of at least 40% in RE1IAP and RE1IPB

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

To gain a threshold performance at Part 2, a student shall normally be required to achieve:

- (i) a weighted average of 40% over 120 credits taken at Part 2;
- (ii) marks of at least 40% in individual modules amounting to not less than 80 credits; and
- (iii) marks of at least 30% in individual modules amounting to not less than 120 credits.

In order to progress from Part 2 to Part 3, a student must achieve a threshold performance

Assessment and classification

The University's honours classification scheme is:

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

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

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

Three-year programmes

Part 2 one-third

Part 3 two-thirds

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

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

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

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

achieve an overall weighted average of 40% across all modules in Part 3; and

obtain a mark of at least 40% in Part 3 modules totalling at least 80 credits.

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

achieve an overall weighted average of 40% across all modules in Part 3; and

obtain a mark of at least 35% in Part 3 modules totalling at least 80 credits.

Admission requirements

Entrants to this programme are normally required to have obtained:

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

UCAS Tariff: AAB from 3 A levels or ABBb from 3 A levels and an AS in a different subject. Subjects and levels: There are no required subjects although Economics, Geography, Business Studies or Mathematics are all relevant.

International Baccalaureate: 6, 6, 6 points in three Higher papers.

Irish Leaving Certificate: AABBB

The above requirements are subject to continual review and are intended as a guide only. Please see our website or contact the Admissions Tutor for up-to date details.

Admissions Tutor: Joe Doak

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-session English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and

guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

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

Career learning

Working in-conjunction with the academic staff, the Real Estate & Planning Career Development Advisor provides specialised careers advice targeting all aspects of the Real Estate & Planning industry through a series of timetable Career Management Skills sessions delivered over three years. The 2.5 per cent of the assessment for the final year project module is allocated to Career Management Skills. In addition to this specific, embedded career learning, the entire Real Estate & Planning curriculum is supported and supplemented with industry involvement via our alumni organisation and staff's personal contacts contributing in a variety of means including employer presentations, industry challenges, guest speakers and site visits, all designed to enhance the commercial and industry awareness of the REP students.

In recent years graduates from these programmes have entered a variety of careers in the global real estate & planning sector. Employment reflects the wide and diverse nature of the industry sector and of the different specialisms students can choose to follow in their final year. Graduates from Reading regularly make up 20-30 per cent of the total intake at the larger, global companies associated with real estate & planning. However, our Graduates have also found employment with smaller development companies, management consultants, insurance companies, local authorities and voluntary sector organisations. Consistently the Reading Real Estate & Planning students have secured professional, managerial level employment within the real estate & planning sector or have been accepted for further study within six months of graduation from their programme of study.

Career prospects

Our students have been regularly employed by the largest and most prestigious firms of surveyors including: Bidwells, Brown & Co., Carter Jonas, Fisher German, Savills, Smiths Gore, and Strutt & Parker. Graduates have also found employment with development companies, management consultants, insurance companies, local authorities and voluntary sector organisations.

Traditionally our students have had little difficulty in securing employment the vast majority of graduates securing jobs or being accepted for further study within three months of the end of their programme.

Opportunities for study abroad

As part of the degree programme students have the opportunity to study abroad at an institution with which the University has a valid agreement and subject to agreement of the relevant professional accrediting bodies.

Placement opportunities

One of the optional final year modules is Work Based Learning. Students taking this option are expected to seek and secure a work placement in an appropriate firm. This mini placement should be at least a 4 week, 150 hours experience at a single employer. Help in seeking an appropriate placement is provided by the Real Estate & Planning Career Development Advisor. Assessment is via a self-reflected appraisal of performance and application of the knowledge gained over the previous two years of study against the professional standards required by the RICS. The intended outcome of this module is to allow the students a deeper awareness of the business environment, while reflecting upon current professional practice and the best application of their skills and attributes prior to making the transition into a professional graduate role.

Programme Outcomes

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

Knowledge and Understanding

A. Knowledge and understanding of:

1. The attributes and dimensions of property- physical, financial, functional and legal
2. The nature, role and structure of the property industry and the key players- planning, development, law, property markets, occupiers, investors and services
3. The environment and the economy- public policy, environmental policy, economic trends and policy, technological change and social change
4. The concepts and principles of construction, economics, finance, valuation, investment, management, law and planning and their application to property and related assets
5. The specialist study of rural property management

Teaching/learning methods and strategies

Acquisition of knowledge of fields 1 - 3 is promoted across the programme through lectures, tutorials, seminars, practicals, workshops, case studies, role-play exercises, IT-based exercises, site visits, guest lectures, other project-based assignments, and through individual consultation with academic staff and personal tutors. Part 1 of the programme focuses on developing students understanding of the general principles the subject areas in field 4 and Part 2 concentrates on the application of these subject areas to property and land. Part 3, enables students to deepen their understanding of rural property and business with greater opportunities for self-directed learning through problem-solving and the examination of real world property problems.

Assessment

Assessment in Part 1 is based on elements of coursework, class tests and unseen formal examinations. Modules at Part 2 are assessed in a similar way. At Part 3 the full range of assessment methods are used including essays, unseen examination papers, multiple-choice examination papers, projects, presentations, reports and, subject to students choice of options, specialist exercises (IT-based, design-based, marketing-oriented).

Skills and other attributes

B. Intellectual skills - able to:

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

Teaching/learning methods and strategies

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

Assessment

Intellectual skills are assessed through a wide variety of approaches including essays, unseen examination papers, open book examinations, group projects, specialist exercises, presentations, tutorial & seminar papers, and reports.

C. Practical skills - able to:

1. Locate information sources and select, assemble and present information for a variety of contexts
2. Collect, record, analyse and present statistical material
3. Value a range of property and property-related assets using a variety of appraisal approaches and techniques, including the application of

Teaching/learning methods and strategies

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

Assessment

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

- financial mathematics
4. Use forecasting techniques
 5. Present material orally and in a range of written formats
 6. Work effectively in team-based environments

D. Transferable skills - able to:

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

projects.

Teaching/learning methods and strategies

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

Assessment

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

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.