MSc Corporate Real Estate & Facilities Management (Flexible Masters Programme)
For students entering in 2006

Awarding Institution:	**The University of Reading**
Teaching Institution:	**The University of Reading**
Faculty of Economic and Social Sciences	**Programme length: Flexible 24-72 months**
	Date of specification: September 2006
Programme Director:	**V.A Gibson**
Board of Studies:	**Postgraduate Courses in REP**
Accreditation:	**RICS**

Summary of programme aims

The MSc Corporate Real Estate & Facilities Management programme is a blend of academic rigour and applied practical analysis. The aim of the programme is to transform the students from technical specialists to corporate real estate management strategists by adding to and enhancing their technical skills while equipping them with the business context and management knowledge required to tackle complex problems. Each module is discrete, allowing students to gain specific elements of knowledge and skill within a structured but flexible learning framework to enable them to fully understand and be able to undertake corporate real estate and strategic facilities management.

Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills. In following this programme, students will have the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem solving, team working and use of information technology. However, as students will already be in employment, the responsibilities of the student and course convenor will include the identification and the provision of learning opportunity for any specific skill development required by individuals.

Programme structure and content

The flexible MSc programme in Corporate Real Estate & Facilities Management is designed within a 180 credit modular structure. Each of the modules will be rated at 20 credits. The programme is delivered through 3-5 day full time block release attendance at the University for each module followed by internet-based learning. The course will consist of four core modules: Corporate Real Estate Management: Strategy & Practice, Corporate Finance & Real Estate, Corporate Real Estate Performance Management & Reporting and Corporate Real Estate within Dynamic Organisations. The remaining five modules can be made up of either:

- four optional modules chosen from the modules listed below plus Independent Study in Real Estate; or
- two optional modules chosen from the modules listed below plus Research Methods and the Dissertation**.**

The module choices are set out below:

Mod Code	Modules (Core Modules Shaded)	Credits	Level
REMB01	Corporate Real Estate Management: Strategy & Practice	20	M
REMB02	Corporate Finance and Real Estate	20	M
REMB04	Corporate Real Estate within Dynamic Organisations	20	M
REMB05	Real Estate Investment Appraisal	20	M
REMB06	Property Portfolio Analysis	20	M
REMB07	Real Estate Funding and Finance	20	M
REMB09	Real Estate Environment	20	M
REMB10	Real Estate Valuation	20	M
REMB12	Planning and Environmental Management	20	M
REMB13	Independent Study in Real Estate	20	M
REMB14	Research Methods	20	M
REMB15	Dissertation	40	M
REMB16	Real Estate Development	20	M
REMB17	Corporate Real Estate Performance Management & Reporting	20	M
REMB18	Real Estate Law: Landlord & Tenant	20	M
CEMIB6	Facilities Management	20	M
CEMSE5	Negotiation and Contract Management	20	M
CEMWPD	Workplace Planning & Design	20	M
ECMIRE	International Real Estate	20	M
ECMREE	Real Estate Economics	20	M

Progression requirements

The flexibility of the programme means that there are no stages or parts to the degree. Students work towards the Masters qualification by fulfilling requirements for the 180 credits. The award of the Post Graduate Certificate and the Post Graduate Diploma will be dependent upon the successful completion of 60 credits and 120 credits respectively of the course at the same pass marks as for the Masters Degree. Because of the flexible nature of the modular programme, students may be awarded the Post-Graduate Certificate or Diploma at the termination of any appropriate module.

Summary of teaching and assessment

Students attend the University for short blocks of attendance when there are opportunities to experience a range of learning methods. Each module uses a variety of teaching and learning styles including: lectures by academics and practitioners, case studies, group work, seminars, workshops and individual tutorials. Students are expected to contribute their own knowledge and experience in order to extend the learning opportunities.

Following attendance at the University, the students' learning experience is enhanced via the Blackboard online environment. Blackboard is used in a variety of ways including on-line quizzes, discussion boards, assessment submission and links to relevant Web-based resources.

All modules are designed to deliver M level outcomes. Each unit progresses through the material quickly and obtains M level student achievement as measured by the summative assessments in each module. Within each of these modules, the overall aim is to move towards students being able to understand the knowledge obtained and be critically aware of the theoretical and practical implications of the material.

Students may be assessed by a range of methods including individual and group assignments, essays, literature reviews, reports, presentations and examinations. Students will have the right to re-sit any module once normally within 12 months.

The University's taught postgraduate marks classification is as follows:

Mark	Interpretation
70 – 100%	Distinction
60 – 69%	Merit
50 – 59%	Good standard (Pass)
Failing categories:	
40 – 49%	Work below threshold standard
0 – 39%	Unsatisfactory Work

For Masters Degrees

To pass the MSc students must gain an average mark of 50 or more overall including a mark of 50 or more for the dissertation and have no mark below 40. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits.

Students who gain an average mark of 70 or more overall including a mark of 60 or more for the dissertation and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 50 or more for the dissertation and have no mark below 40 will be eligible for a Merit.

For PG Diplomas

To pass the Postgraduate Diploma students must gain an average mark of 50 or more and have no mark below 40. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits.

Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be eligible for a Merit.

For PG Certificate

To pass the Postgraduate Certificate students must gain an average mark of 50 or more and have no mark below 40. In addition the total credit value of all modules marked below 40 must not exceed 10 credits.

Admission requirements

Entrants to this programme are normally required to have obtained:

A good (normally upper second class honours) undergraduate degree in any cognate or non-cognate discipline. A minimum of two years relevant work experience.

Admissions Tutor: V.A Gibson

Support for students and their learning
Whilst attending the University, support for students and their learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses 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 the Course convenors, the University's Special Needs Advisor, Study Advisors, and the Students' Union.

The Department's Resource Centre contains a variety of information sources relevant to Land Management-related courses and 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.

Career prospects
Students must be in relevant employment in order to undertake the programme. Their career prospects should be enhanced by the skills and knowledge gained on each of the modules.

Opportunities for study abroad and for placements
The programme is not tailored to any period of study abroad. Students are already in employment and therefore placements are not appropriate.

Educational aims of the programme
The MSc Corporate Real Estate & Facilities Management programme is a blend of academic rigour and applied practical analysis. The programme aims to provide students with the specialist knowledge and skills necessary to enhance their careers in the International and UK real estate industry. Its specific objective is to provide students with a structured but flexible learning framework to enable students to fully understand and be able to undertake corporate real estate & facilities management. It also aims to provide students with a range of transferable skills applicable to other possible future career paths.

The Masters degree programme is included within the University/Royal Institution of Chartered Surveyors (RICS) partnership arrangement and graduates are able to enter the RICS APC two-year programme leading to professional membership of the RICS.

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:	**Teaching/learning methods and strategies**
1. The organisational framework within which corporate real estate decisions are made and the financial and other information required in order to make robust decisions which support organisational short and long term objectives. 2. The financial analysis and performance assessment which are required to integrate corporate real estate with the general management strategy and decision making within the corporate and public sector. 3. The contribution which formal academic analysis can make to the understanding of both the working environment and the real estate market.	1. Acquisition of knowledge is promoted across the programme through directed reading, lectures, tutorials, seminars, case studies, role-playing exercises, IT-based exercises, guest lectures, other project-based assignments, and through individual consultation with academic staff. 2. The use of Blackboard provides support to enable students to o deepen their understanding and extend their knowledge. 3. The range of optional modules (including the independent study module and the research methods and dissertation option) allows the students to develop other areas related to corporate real estate and their individual research skills. *Assessment* 4. Modules (with the exception of Research Methods and Dissertation) are assessed through a combination of projects (either group or individual), tests and marks for contribution in the blocks attended – either for presentations or less formal contribution to group discussion and work.

Skills and other attributes

B. Intellectual skills – able to: 1. Integrate theory and practice 2. Collect and synthesise information and data from a variety of sources 3. Analyse and interpret information and data 4. Think logically and critically 5. Define, solve and/or advise on problems 6. Select and apply appropriate financial techniques 7. 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, workshops, case studies, role-play exercises, IT-based exercises, guest lectures, other project-based assignments, and through individual consultation with academic staff. *Assessment* Intellectual skills are assessed through a wide variety of approaches including review papers, reports, examinations, group projects, specialist exercises, and presentations.
C. Practical skills – able to: 1. Locate information sources and select, assemble and present information in a variety of contexts 2. Use a variety of financial techniques 3. Collect, record, analyse and present statistical material 4. Devise and develop management strategies 5. Prepare reports and presentations in response to a management issue	**Teaching/learning methods and strategies** The location, collection, collation and analysis of data is introduced in all modules and embedded within assignments, for example within Corporate Real Estate Management: Strategy & Practice and Corporate Real Estate within Dynamic Organisations. Real Estate as a Financial Asset and Asset Pricing develops the financial and quantitative skills by class based exercises often using spreadsheets. The devising of strategies and reporting those findings are developed through class discussion, role-play, and assessments. *Assessment* Skills are primarily assessed through coursework, in the form of case study analysis, essays and/or practical projects. The financial skills are also assessed by tests.

D. Transferable skills

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
6. Business awareness
7. Information handling
8. Autonomous learning – be able to undertake self-directed study

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 is stressed in most modules and is a feature of all. Student led seminars are a feature of Real Estate as a Financial Asset and Corporate Real Estate Management: Strategy & Practice, where business awareness is also important. Written communication is assessed within a number of assignments based on reports to clients, for example in Corporate Real Estate: Strategy & Practice. Team working is developed in, for example, Corporate Real Estate Management: Strategy & Practice but is also embedded in the course ethos, whereby groups pool and share information and expertise informally for the greater good. This also feeds into the encouragement of autonomous learning which, because of the influence of Blackboard, is embedded in all of the modules once the students have attended the block sessions.

Financial analysis of business decisions engenders an awareness of business and this element is developed in the problem solving modules identified above, mostly in the context of financial problem solving real estate management strategies. These modules also involve significant elements of information handling.

Assessment

As a result of this 'pervasive' approach to transferable skills, students' 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.

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.