



UNIVERSITY COLLEGE
OF ESTATE MANAGEMENT

RICS Associate 900 hours study programme (utilising University of Reading Modules)

Programme Specification
Academic Year 2016 - 2017

Summary Programme Details

Final Award	
Award:	No award
Title of (final) Programme	RICS 900 hours
Credit points:	90 credits
Level of award (QAA FHEQ):	Level 6
Intermediate award(s)	
Intermediate award 1:	Certificated individual modules
Credit points:	
Level of award (QAA FHEQ):	
Intermediate award 2:	
Credit points:	
Level of award (QAA FHEQ):	
Validation	
Validating institution:	University College of Estate Management (UCEM)
Faculty	Construction
Date of last validation:	N/A
Date of next periodic review:	N/A
Professional accreditation	
Accrediting body:	Royal Institution of Chartered Surveyors
Date of last programme accreditation:	November 2015
Date of next periodic review:	Spring 2017
	The programme is only recognised by the RICS but the modules are taken from the accredited BSc programmes.
Miscellaneous	
QAA benchmark statement	Construction, property and surveying (2008)
Date of commencement of first delivery	December 2012
Duration	1.5 years
Maximum period of registration	3 years
UCAS Code	N/A
Programming Code	0BNH
Other coding as required	N/A

Programme Overview

Rationale

This programme has been designed for candidates who have already achieved Associate membership of the Royal Institution of Chartered Surveyors (RICS) wishing to progress to RICS Professional membership via the 900 hours study route. This programme has been recognised by the Royal Institution of Chartered Surveyors as satisfying the academic requirements of the progression route from Associate to full member.

The modules offered are taken from level 6 of the BSc (Hons) programmes validated by the University of Reading and accredited by RICS.

Entry requirements

Candidates will normally have obtained the RICS Associate membership before the commencement of this programme. Evidence of such attainment is required at the point of application.

This is a specially designed professional route, evidence of academic qualifications will not normally be required with an application unless otherwise specified (see Programme Structure), however applicants may be asked to provide evidence of English language proficiency.

Recognition of prior learning (RPL) or recognition of prior experiential learning (RPEL) routes into the Programme

UCEM policy and procedures for Recognition of Prior Experiential Learning (RPEL) and Recognition of Prior Certificated Learning (RPCL) are set out in the UCEM Code of Practice: Admissions and Recognition of Prior Learning. This policy statement takes precedence in any such decision.

RPEL may be used for admission onto an undergraduate programme in accordance with the entry requirements stated in the section above.

UCEM also recognises credit awarded by higher education degree awarding bodies in accordance with the relevant higher education qualifications framework and allows that credit to count towards module exemption from an undergraduate programme.

Normally the maximum credit for prior learning that can be counted towards a programme is 66% (two thirds). RPEL and RPCL do not enable the transfer of credit/exemption from classification modules.

Programme progression

Each module is assessed to an overall 40% pass mark. There is no minimum requirement in either examinations or coursework.

Students are allowed three attempts at each module.

Successful completion will result in the participant receiving a UCEM certificate of achievement in the modules studied as well as confirmation of completion of the 900 hours requirement for progression towards RICS full chartered membership.

This is not a programme leading to the award of a degree. It is currently not possible to use

RICS 900 hours study programme (UoR modules)

these modules for credit accumulation towards a full degree with UCEM.

Award Regulations

The regulations for these modules are available, please view the [Undergraduate Programme Assessment, Progression and Award Regulations](#) and the [Academic and General Regulations for Students](#).

Programme Aims

Programme aims

The programme aims to provide students with a sound understanding of the principles and practices involved in the core subject areas required for their chosen RICS APC pathway and to prepare them for progression to chartered membership of the RICS.

Market and internationalisation

This programme is for those students who achieved Associate membership of the Royal Institution of Chartered Surveyors and facilitates progression irrespective of where the student works.

Learning Outcomes

The learning outcomes for the individual modules are as shown in the individual module descriptors.

Programme learning outcomes

By the end of the programme students should be able to:

- demonstrate knowledge and understanding of the skills required by a surveyor in your chosen pathway
- apply management skills to property or construction projects, and
- demonstrate the ability to research a topic, analyse the results and draw conclusions from your findings.

Programme Structure

RICS 900 hours study programme (UoR modules)

Planning and Development	Building Surveying	Commercial Property Practice	Construction/Project Management/Quantity Surveying
YEAR 1: choose two modules from the following			
Maintenance Management Facilities Management Development Project Development & Strategy	Building Technology Building Pathology Facilities Management Project & Cost Control Project Development & Strategy International Construction	Investment Development Building Pathology	International Construction Project Development & Strategy Facilities Management Building Economics
YEAR 2: choose one module from the following OR one other module from above			
Environmental Law Investment Statutory Valuation	Environmental Law Construction Law* Construction Planning, Tendering & Finance	Environmental Law Statutory Valuation Applied Valuation	Construction Law* Building QS Practice Building Services QS Practice Construction Planning, Tendering & Finance
Compulsory module to complete 900 study hours			
Project	Project	Project	Project

*This module requires evidence of prior study of a Law module.

All modules are level 6 modules of 200 study hours except for the Project module which is 300 study hours.

Learning, Teaching and Assessment

Study support

The Programme is delivered via UCEM's Virtual Learning Environment (VLE) and academic teaching and support is provided online giving student's access to UCEM tutors

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and other students worldwide.

UCEM's 'Student Central' function will act as the main point of contact for students throughout the duration of their programme. In addition, the Programme has a dedicated course administrator.

The academic team will guide and support students' learning. Furthermore, all students who do not engage with initial assessment or the VLE will receive additional support from the Programme team. Other UCEM administrative teams provide support for coursework, examinations and technical issues including ICT.

Each student, wherever their location, will have access to a wealth of library and online materials to support their studies. International students will be supported through international case studies and guest speakers from the region will be invited to UCEM's webinar delivery.

Special Needs support is provided via a dedicated Disability and Wellbeing team at UCEM. Additional information can be found in the UCEM Background documentation.

English language support:

For those students whose first language is not English, or those students who wish to develop their English language skills, additional support is provided through online resources on the VLE in the resource 'Developing Academic Writing'. The resource includes topics such as sentence structure, writing essays and guidance for writing at master's level aimed at developing students study skills.

Learning & Teaching Strategy

Module delivery follows a standard format incorporating a range of subject-appropriate resources suitable for the online supported learner.

This may include, but is not limited to, audio visual presentations, webinars, interactive case studies and online journals and subject relevant field trips. Modules are supported by on-line access to subject specialist tutors, core texts and access to the UCEM e-library.

This is provided by UCEM's Virtual Learning Environment (VLE).

Students are encouraged to develop and apply their knowledge and understanding through a range of online activities and exercises to investigate and research given information. These require students to apply their awareness and comprehension to simple industry related scenarios and issues.

Students are encouraged to share knowledge and ideas in relation to the construction industry and their studies. Teaching of module topics requires students' engagement with a range of online activities that develop communication and collaboration skills. The timing of these activities within the study period requires the development of effective time management skills.

Assessment Strategy

Formative assessment

The purpose of formative assessment is to provide regular and constructive feedback to students to motivate and guide them through their learning. Formative assessment

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opportunities and feedback are provided on each module. These vary in format and may include self-assessment quizzes and tutor guided discussion. All are designed to motivate and support the student.

Students are encouraged to engage in group discussions and collaborative learning with their peers and tutors. Formative assessment of the work based learning element will be through regular reviews of, and feedback on, students' progress.

Where appropriate, both the workplace facilitator and the student receive review comments to help refine the students' work.

Communication, collaboration and time management skills are tested through the range and requirements of summative assessment throughout the programme.

Summative assessment

Summative assessment methods and formats vary across the modules and include computer aided assessment, coursework, examination and portfolio work. All are appropriate to the individual module, its academic level and stated learning outcomes.

Cognitive skills are summatively assessed through a range of coursework tasks and examinations.

Practical and professional skills are summatively assessed through a range of coursework tasks and examinations.

Communication, collaboration, analysis and problem solving skills are tested through the range of formative and summative assessments.

Assessment Diet.

Level 6

2 coursework plus 1 final assessment (examination or second coursework)

20 credits per module

PSRB Benchmark Mapping

The programme is mapped against three pathways of the RICS depending on the choice of modules the student has selected. These are either the Building Surveying, Quantity Surveying or Real Estate pathways.