

# **Foundation Degree: Retail Asset Management**

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Programme Specification  
2016/2017

Reference:

Version: 2.00

Status: Final

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## Summary Programme Details

| Final Award                           |  |
|---------------------------------------|--|
| Award:                                | FdSc   |
| Title of (final) Programme            | Retail Asset Management  |
| Credit points:                        | 240  |
| Level of award (QAA FHEQ):            | 5  |
| Intermediate award(s)                 |  |
| Intermediate award 1:                 | Certificate of Higher Education: Retail Property Management  |
| Credit points:                        | 120  |
| Level of award (QAA FHEQ):            | 4  |
| Intermediate award 2:                 | None   |
| Credit points:                        |  |
| Level of award (QAA FHEQ):            |  |
| Validation                            |  |
| Validating institution:               | University College of Estate Management (UCEM)   |
| Faculty                               | Management and Vocational  |
| Date of last validation:              | 22nd March 2016  |
| Date of next periodic review:         | 5 years post-validation  |
| Professional accreditation            |  |
| Accrediting body:                     | Royal Institution of Chartered Surveyors (RICS) tbc  |
| Date of last programme accreditation: | N/A  |
| Date of next periodic review:         | To be determined by professional body  |
| Accrediting body:                     | British Council of Shopping Centres (BCSC) tbc<br>International Council of Shopping Centres (ICSC) tbc |
| Date of last accreditation:           | N/A  |
| Date of next periodic review:         | To be determined by professional bodies  |
| Miscellaneous                         |  |

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| QAA benchmark statement                | <p>Quality Assurance Agency (QAA), Foundation Degree Characteristics statement (September 2015). [on-line] Available at:- <a href="http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2976#.VuGPE7FFCUk">http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2976#.VuGPE7FFCUk</a></p> <p>The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (October 2014). [Online]</p> <p><b>Available at:</b><br/> <a href="http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf">http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf</a> [Accessed 9th February 2016]</p> <p><b>Reference:</b> Quality Assurance Agency (QAA), 2010, Foundation Degree Qualification Benchmark (May 2010).</p> |
| Date of commencement of first delivery | October 2016   |
| Duration                               | 3 years  |
| Maximum period of registration         | 10 years   |
| UCAS Code                              | To be confirmed  |
| Programming Code                       | UFDRAMS  |
| Other coding as required               | Period Codes USM10 and USM04   |

## Programme Overview

### Rationale

The proposed Foundation Degree (FdSc) is a fully supported on-line learning experience that is designed to appeal to a very broad spectrum of students.

The Programme :

- develops appropriate and relevant knowledge, skills and techniques through a combination of academic study and work based learning. This aims to foster reflective practice and critical analysis of experience gained and (where appropriate) competence developed through problem-solving activity.
- meets the needs of students and their employers in the retail property and asset management sectors. It also caters for students not employed in this sector or simply unemployed.
- provides a higher education entry point for students who currently do not have the relevant qualifications, or aspiration, to enroll onto an Honours Degree course.
- provides a progression opportunity to UCEM's own BSc, and courses at other higher education institutions, in order to acquire Level 6 estate management related qualifications.

### Entry requirements

Foundation Degree

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Entrants to this Programme are normally required to have attained one of the following:

- Grade C or above in English (Language or Literature) and Maths at GCSE or its equivalent
- International Students English language Requirements:

All UCEM programmes are taught and assessed in English. The student will therefore be required to demonstrate adequate proficiency in the language before being admitted to a course:

- Grade C or above in English (Language or Literature) at GCSE or its equivalent.
- Grade 6.0 or above, with at least 5.5 in the reading and writing modules, in the International English Language Testing System (IELTS) test administered by the British Council in the Social Sciences academic module.
- 79 or above in the Internet option, 213 or above in the computer-based option or 550 or above in the paper-based option, of the Teaching of English as a Foreign Language (TOEFL) test.

Applicants normally are expected to be 18 years old or over.

Students may apply to enter the Programme in either semester.

## Recognition of prior certificated learning (RPCL) or recognition of prior experiential learning (RPEL) routes into the Programme

RPCL and RPEL routes are supported with the requirements being outlined within UCEM's various Codes of Practice, including the Code of Practice on Admissions and Recognition of Prior Learning (Section 12).

## Programme progression

- Assessment and Progression are conducted in accordance with the current UCEM General and Academic Regulations for Students and the UCEM Foundation Degree Assessment, Progression and Award Regulations.
- Students may be allowed to progress at an advanced level onto UCEM's BSc Programmes. The level of entry into the BSc will be dependent on student's prior performance, diet of modules passed and specialist BSc selected. Consideration here will be on given on the prior award level (Pass, Merits or Distinction) and the mapping of prior learning outcomes.

## Award Regulations

- On successful completion of the Foundation Degree (FdSc) shall, on the basis of a student's performance, be awarded to those who complete the Programme
- Awards are conferred in accordance with the current UCEM General and Academic Regulations for Students and the UCEM Undergraduate Assessment, Progression and Award Regulations.

## Career prospects

Foundation Degrees, as well as Certificates, are a springboard for further study and / or entry into the professional workforce. This Programme equips students with the essential subject knowledge and study skills to enable them to enter and work within the retail property and asset management areas of practice within the property industry. The opportunities available are fairly extensive and include but are not limited to the following career paths:

- Shopping Centre Management,
- Contract management,
- Retail Asset Management,
- Project management,
- Property agency and management,
- Property development.

## Programme Aims

### Programme aims

The UCEM Foundation Degree is designed to provide access to higher education study for a wide range of applicants. These may include those who wish to enter the retail asset management profession but lack the appropriate academic qualifications, those who already work in the industry seeking career progression and recognition and those who are self-employed and require more formal and/or professional qualifications.

The Programme provides flexibility and breadth of study opportunities for students whilst aligning this Programme with UCEM's wider academic offer. It aims to:

- develop students' ability to engage with the professional environment in order to critically analyse, synthesize and report on business issues within the context of the retail asset sectors;
- provide and enhance an awareness of the importance of ethical standards within the profession;
- expose students to the various global information systems and software available for managing various aspects of their work within the built environment;
- provide both current and aspiring built environment, property and asset management and project management professionals with an opportunity to develop appropriate skills and competencies in an area of retail asset management that allows them to further enhance their careers, including achievement of membership of relevant professional bodies;
- provide an educational programme that is sufficiently flexible to give access to appropriately motivated students to allow them entry onto an Honours degree course.

The Foundation Degree (FdSc) lends itself to advanced placement should students ultimately wish to enrol onto a Bachelor's or Master's degree programme.

### Market and internationalisation

Indicators are bullish in respect of the demand for trained and qualified staff within the

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shopping centre sector. For the first time since the onset of the recession, development pipeline showed a positive return and is set to grow over the next two years. The recession has brought about a focus on the effective management of property assets with key themes being efficiency and adding value. This has translated into the focus upon all levels of management and especially the added value derived from site-based management teams.

Source: Cushman & Wakefield LLP (2015), *European Shopping Centre Development Report*, London: Cushman & Wakefield LLP, April 2015.

At present, the ICSC is the only other organisation globally providing a structured programme of study within this industry sector. The proposed product differs from the ICSC programme inasmuch that it is more general in approach, covering the key aspects of shopping centre management and focussed on the UK/European concept and style of shopping centre management which is more appropriate to students. A breakdown of the ICSC programme is attached within the appendices.

In terms of age profile; the programme, at entry level, is expect to attract applications both from mature candidates with industry experience who want a professional qualification and recognition, as well as new entrants to the industry at post 'Apprenticeship' level.

As with the programme's predecessor, the BCSC Diploma in Shopping Centre Management, it is anticipated that the majority of students on this programme will be between 25 and 45 years of age, working full-time and have little or no prior higher education experience. The aim of the programme is to develop a greater knowledge and understanding of property and asset management, specifically within the retail sector of the property industry.

It has been identified that this course would be of interest to people within both the property and potentially the retail industries. Membership of the British Council of Shopping Centres currently exceeds 2,600. Additionally the Royal Institution of Chartered Surveyors (RICS) has accredited over 118,000 people globally:-

- United Kingdom 75,733
- Republic of Ireland 2,393
- Europe 6,751
- Middle East and Africa 2,772
- Hong Kong 4,735
- China 7,732
- Australia 1,961
- USA 1,484

**Accreditation:** - It is anticipated that subject to agreement to accredit the Programme, the RICS, ICSC and BCSC will act as feeder organisations.

UCEM has a long-standing reputation for delivering programmes within the built environment on an international basis. International students will be specifically supported by the use of International Case Studies, highlighting the cultural differences between different retail markets and methods of business establishment and trading. Where there is specific information which deals with regulations, law, financial standards and taxation, the use of PSRS's within the market will be considered, as well as partner employer local offices. It is the intention of the course to engage international guest speakers for on-line activities such as webinars, course seminars etc. Other opportunities for students to understanding the industry may arise during the delivery of this programme, such as CPD events, field trips etc. UCEM have offered and continue to offer a range of CPD events to

students to enhance their studies, both in the UK and outside. Opportunities for other events including field trips will be considered as and when they become available.

## Learning Outcomes

|                                 | Level 4   | Relevant modules   |
|---------------------------------|---|--|
| A – Knowledge and understanding | <p>A4.1 Establish the scope and workings of the retail assets industry and differentiate between the various professions working in the industry.</p> <p>A4.2 Evaluate and compare the general concepts of marketing and promotion of retail assets.</p> <p>A4.3 Identify methods by which resources and the companies working in the industry are managed.</p> | <p>Introduction to Real Estate Practice</p> <p>Marketing the Retail Asset</p> <p>Introduction to Real Estate Practice</p> <p>People &amp; Organisational Management</p>  |
| B – Intellectual skills         | <p>B4.1 Examine the contractual implications upon the management of assets.</p> <p>B4.2 Apply prescribed techniques to examine and analyse key concepts in case studies provided.</p>   | <p>Contract &amp; Lease Management</p> <p>Introduction to Real Estate Practice</p> <p>Technical &amp; Professional Communication</p> <p>People &amp; Organisational Management</p> <p>Marketing the Retail Asset</p> |
| C – Subject practical skills    | <p>C4.1 Evaluate, critique and communicate concepts relating to the industry to peers.</p> <p>C4.2 Analyse possible solutions to maximise retail assets value.</p>  | <p>Technical &amp; Professional Communication</p> <p>Marketing the Retail Asset</p> <p>Marketing the Retail Asset</p> <p>Multi-Channel Retailing</p>   |
| D – Key / Transferable skills   | <p>D4.1 Manage and evaluate the development of one’s own learning.</p> <p>D4.2 Evaluate and perform various numerical techniques.</p>   | <p>Portfolio of Learning from the Workplace.</p> <p>Valuation Context &amp; Principles</p>   |

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|  | D4.3 Illustrate various methods of communicating information.<br>D4.4 Critically evaluate and solve problems within guided environments. | Technical & Professional Communication<br>Portfolio of Learning from the Workplace<br>Valuation Context & Principles |
|--|--|--|

|                                 | Level 5   | Relevant modules   |
|---------------------------------|---|--|
| A – Knowledge and understanding | A5.1 Comprehension of the fundamental principles of retail asset management and the way in which the principles have developed.                                       | Retail Asset Development, Sustainability and Simple Construction   |
|                                 | A5.2 Understanding of the techniques and technology required for managing a range of buildings and their associated services.   | Global Retail Operations<br>Valuation Context & principles   |
|                                 | A5.3 Awareness of the legal and regulatory background to working in the industry.   | Operational Facilities Management<br>Portfolio of Learning from the workplace  |
|                                 | A5.4 Understanding of appropriate organisational and financial management processes.  | Professional & Statutory Regulation<br>Operational Facilities Management<br>Global Retail Operations<br>Valuation Context & Principles<br>Retail Asset Development, Sustainability & Simple Construction |
| B – Intellectual skills         | B5.1 Synthesise learning throughout the range of subject areas covered.   | All<br>Portfolio of Learning from the Workplace  |
|                                 | B5.2 Apply underlying concepts and principles outside the context in which they have studied, including the application of those principles in an employment context. | Portfolio of Learning from the Workplace<br>Professional & Statutory Regulations   |
|                                 | B5.3 Transfer appropriate knowledge and skills from one topic within a subject to another topic.  | Portfolio of Learning from the Workplace   |
| C – Subject practical skills    | C5.1 Collect, record, present and manipulate data logically.  | Valuation, Context & Principles  |
|                                 | C5.2 Use the main methods of enquiry to evaluate the appropriateness of different approaches to solving a   | Technical & Professional Communication   |

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|-------------------------------|--|---|
| D – Key / Transferable skills | range of tasks arising in professional practice.<br>C5.3 Recognise the limits of knowledge and how this influences analysis and interpretations based on that knowledge.   | Global Retail Operations<br>Portfolio of Learning from the Workplace<br>Portfolio of Learning from the Workplace  |
|                               | D5.1 Communicate and collaborate effectively using a range of media.<br>D5.2 For students to work under their own initiative and manage their time efficiently.<br>D5.3 Solve problems and make decisions through reflective thinking and critical analysis. | Technical & Professional Communication<br>All<br>Portfolio of Learning from the Workplace<br>Global Retail Operations<br>Portfolio of Learning from the Workplace |

## Programme Structure

| Module List   |         |  |       |         |                |
|---|---------|--|-------|---------|----------------|
| Semester  | Code    | Module   | Level | Credits | Core /Elective |
| 1&2   | MAN4COM | <i>Technical and Professional Communication</i>                  | 4     | 20      | Core           |
| 1   | MAN4POM | <i>People &amp; Organisation Management</i>                      | 4     | 20      | Core           |
| 1   | MAN4MRA | Marketing the Retail Asset                                       | 4     | 20      | Core           |
| 2   | MAN4MCR | Multi-Channel Retailing  | 4     | 20      | Core           |
| 2   | REP4REP | <i>Introduction to Real Estate Practice</i>                      | 4     | 20      | Core           |
| 1&2   | MAN4CLM | Contract & Lease Management                                      | 4     | 20      | Core           |
| 1   | MAN5GRO | Global Retail Operations   | 5     | 20      | Core           |
| 1   | MAN5RAD | Retail Asset Development, Sustainability and Simple Construction | 5     | 20      | Core           |
| 1&2   | MAN5PSR | <i>Professional &amp; Statutory Regulation</i>                   | 5     | 20      | Core           |
| 2   | MAN5OFM | Operational Facilities Management                                | 5     | 20      | Core           |
| 1&2   | PRJ5PLW | <i>Portfolio of Learning from the Workplace</i>                  | 5     | 20      | Core           |
| 2   | VAL5VCP | <i>Valuation Context &amp; Principles</i>                        | 5     | 20      | Core           |
| Notes:  |         |  |       |         |                |
| <i>Italics</i> – existing modules on other programmes |         |  |       |         |                |
| Semester 1 October                                    |         |  |       |         |                |

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Semester 2 April

## Delivery Structure

*The normal delivery of this programme is to take two modules per semester.*

*Autumn start:*

|          | <b>October Start</b>   |
|----------|--|
| Semester | 1 (Autumn UK)  |
| Oct      | <i>Technical and Professional Communication</i>                  |
|          | <i>People &amp; Organisation Management</i>                      |
|          |  |
| April    | Multi-Channel Retailing  |
|          | <i>Introduction to Real Estate</i>                               |
|          |  |
| Oct      | Marketing the Retail Asset                                       |
|          | <i>Contract and Lease Management</i>                             |
|          |  |
| April    | <i>Professional and Statutory Regulation</i>                     |
|          | <i>Valuation Context and Principles</i>                          |
|          |  |
| Oct      | Retail Asset Development, Sustainability and Simple Construction |
|          | Global Retail Operations   |
|          |  |
| April    | <i>Portfolio of Learning from the Workplace</i>                  |
|          | <i>Operational Facilities Management</i>                         |

*Spring Start:*

|          | <b>April Start</b>                              |
|----------|---|
| Semester | 2 (Spring UK)                                   |
| April    | <i>Technical and Professional Communication</i> |
|          | <i>Introduction to Real Estate</i>              |
|          |   |
| Oct      | Marketing the Retail Asset                      |
|          | <i>People &amp; Organisation Management</i>     |
|          |   |
| April    | <i>Contract and Lease Management</i>            |
|          | <i>Multi-Channel Retailing</i>                  |

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|       |  |
|-------|--|
|       |  |
| Oct   | Professional and Statutory Regulation                            |
|       | <i>Portfolio of Learning from the workplace</i>                  |
|       |  |
| April | <i>Valuation Context and Principles</i>                          |
|       | Operational Facilities Management                                |
|       |  |
| Oct   | Retail Asset Development, Sustainability and Simple Construction |
|       | Global Retail Operations   |

However, it is possible to study either more or less modules in each semester. Students' can take single modules at a time over a longer period of time as long as the programme is completed within the period of registration.

### Module Summaries

*Please also see the separate module descriptors, available on the VLE for more detailed module information.*

#### **Technical and Professional Communication**

This module consolidates students' existing knowledge and communication skills and enhances such skills as a sound basis for the study of the other modules included in the course.

#### **People & Organisation Management**

This module seeks to:

- explain the role and function of management within organisations in the construction, land and estate management industries, both public and private sectors,
- explore the question "what is management?" and distinguish it from leadership,
- consider the role of change as a central theme as organisations seek to come to terms with issues that are constantly impacting, both positively and negatively, on the people, management and the structures of businesses,
- consider contemporary organisational behaviour as applied to the relevant sectors of industry.

#### **Marketing the Retail Asset**

This module provides an outline of the principles of marketing, which, in the contemporary competitive retail environment, is assuming ever increasing importance. The module considers retail assets becoming a brand in their own right and explores brand image development and exploitation. The module explores the many disciplines which contribute to the effective marketing of shopping centres from a business to business and business to consumer perspective, covering such topics as leasing, communications, public relations, mall events and promotions, new research techniques, e-commerce, permission marketing, customer relationship management and customer services.

#### **Multi-Channel Retailing**

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This module provides an insight into retailers and the dynamic retailing methods and their application in retail and retail-led asset classes. This will provide the knowledge and understanding of retailing, the appreciation of which is an essential skill for retail asset and shopping centre management. This module explores the world of retail and seeks to improve the understanding of how retail works and what makes retailers tick. Students will develop their understanding of retailing and how this is important for store managers. Additionally, the module will explore areas of customer service provided by the shopping centre and how such a service benefits both the retailer and the landlord.

## **Introduction to Real Estate Practice**

This module introduces the main principles of practice and law relevant to the efficient management of commercial property.

The module focuses primarily on the management of leases but also introduces the different bases of building measurement used and basic rental appraisal.

## **Contract & Lease Management**

This module provides the knowledge to enable students to understand common basic English legal problems relating to contracts and leases including such matters as termination of leases and the liabilities of both landlord and tenants.

## **Global Retail Operations**

This module provides an insight into global retailer operations and the methods and their application in retail and retail-led asset classes. It provides the knowledge and understanding of retailing, the appreciation of which is an essential skill for retail asset management and senior management of shopping centres.

This module explores the processes employed to achieve operational excellence. It will focus on:

- lean retail,
- frontline operations,
- multichannel and online operations,
- franchise and licensing,
- retail real estate.

## **Retail Asset Development, Sustainability and Simple Construction**

This module provides an introduction to retail asset development, sustainability and the management of simple construction and retail fit-out. It comprises: communicating, simple building parameters in small works projects and the management of retail fit-out.

An overview of the retail development process from feasibility through to operational launch is provided. Reference will be made to sustainability and product life-cycle planning throughout the development and setting to work process. The simple construction element will explore the aspect of managing the tenant fit-out process.

## **Professional & Statutory Regulation**

This module introduces critical aspects relating to professional conduct and aims to develop students' professional skills in preparation for professional membership.

## **Operational Facilities Management**

This module aims to:

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- provide the student with a good appreciation of the function and scope of facilities management (FM) and its relevance and importance to business management practice,
- facilitate an understanding of the benefits that can accrue to business performance through devising, implementing and managing an FM strategy,
- develop in the student an initial understanding of the breadth of issues within facilities management,
- explore the underlying methods and approaches utilised by facilities managers,
  
- show how a business can benefit from creating a synergy between the role of the facility manager and those of the other typical business disciplines (e.g. real estate and construction).

### **Portfolio of Learning from the Workplace**

This module requires students to demonstrate the relationship between relevant knowledge, skills and techniques acquired through the programme and the study of professional practice as derived from a workplace, and to communicate details of the experience gained and (where appropriate) competence developed through the preparation of a portfolio.

### **Valuation Context & Principles**

This module sets property valuation in the broad economic and financial context, and examines the purpose of property valuations. It considers the stakeholders in the valuation process and regulatory, ethical and sustainability issues. It also provides an overview of the main valuation methodologies. This module aims to develop understanding of property as an investment; the property valuation process; the purposes of valuation; users of valuations; and the role of the RICS in regulating and guiding valuation members. It also addresses the nature of ethics and ethical issues with reference to the valuation industry and raises awareness of sustainability issues for property valuers.

## Learning, Teaching and Assessment

### **Study support**

#### **Induction module:**

All students are expected to complete the non-credit bearing Induction Module before the Programme commences. The Induction Module is designed to equip students with the skills they need to study at UCEM.

The induction topic about referencing prepares students for the online test in referencing and citation that must be completed and passed prior to commencement of their studies.

The resources within the Induction Module are available to students throughout the duration of their study with UCEM.

#### **Student learning 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 and other students worldwide.

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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:**

English is the common language for all Programmes. It is appreciated that some students will need additional support. Therefore, the VLE provides additional resources on developing academic writing skills to help students whose first language is not English.

## **Personal and professional development:**

This Programme has been closely mapped to the RICS Commercial Property Management Pathway for Associate Membership (Copy attached as an appendix 'A' to this document.) It is our intention to seek recognition from the RICS, and accreditation from the BCSC and ICSC post validation. A preliminary discussion has indicated that the RICS see this Programme as a valuable contribution to the academic offer within the field of the built environment.

## **Programme Specific support:**

Each programme has a Programme Leader, Module Leaders and Module Tutors to support the students throughout their time with the Programme. The UCEM staff are accessible during normal UK working hours, during which they also monitor the 24/7 forums asynchronously and provide encouragement, assistance and necessary tutor and student feedback services. Access to the UCEM e-Library is on a 24/7 basis and UCEM has a full time librarian during normal UK working hours.

## **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, interactive case studies and online journals and subject relevant videos. Modules are supported by on-line access to subject specialist tutors, core texts and

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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. 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 retail property industry and their studies. A range of online activities require students to investigate and research given information and make reasoned decisions.

Teaching of module topics requires students' engagement with a range of on-line activities that develop communication and collaboration skills. The timing of these activities within the study period requires the development of effective time management skills.

Following close reference to the Framework documents sourced from the QAA and the FHEQ, a process of research has been undertaken involving a wide selection of sources including but not limited to; students (past and present), the Programme team of the FdSc (Surveying Practice) and employers. From the results of our research, the main emphasis of the programme is, firstly, based upon the essential subject knowledge and study skills required to equip students appropriately to enter employment within the retail property and asset management sector. Thereafter, the programme facilitates the opportunity for students to register for membership of the appropriate professional body of their choice.

UCEM has always recognised the student as an individual with differing demands upon them from employment and life circumstances. This has been reflected within the structure and content of the Retail Asset Management Programme.

The sector specific nature of the course will specifically attract property and asset management based students and their employers. However additional students, who may not be in employment within this sector, or who may be in employment elsewhere, or be unemployed, and have a desire to study such programmes are potential targets. The Programme has been so designed to cater for these eventualities by the use of:

- i. The use of synchronous and asynchronous activities.
- ii. The employment of 'Flip-Teaching' techniques.
- iii. Work experience facilitators.
- iv. Shadowing and other similar voluntary engagement.
- v. The use of International Case Studies.
- vi. The use of industry and region specific guest speakers.
- ix. Case studies and other examples of professional tasks derived from consultancy.

The majority of such opportunities will be arranged directly by the students concerned. However, this will be supported by UCEM's networks, including our alumni, which will be engaged where possible to connect students with potential work experience opportunities to allow skill and knowledge acquisition and to give heuristic opportunities for personal growth and maturity. UCEM's Virtual Learning Environment (VLE) contains a careers section which includes a job vacancy element The Portfolio of Learning from the Workplace is supported by the various mechanisms and resources mentioned above.

The opportunities to study for the FdSc Retail Asset Management remotely and whilst engaged in full-time employment, should act as strong incentive. The provision of case study materials and input from possible industry consultancy opportunities will be attractive to those not currently employed in the sector and potentially offers a new phase in the development of UCEM's provision.

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The emphasis, after the compulsory Induction module (which must be completed by every UCEM student as a prelude to their chosen programme of study), is one in which modules are presented in a structured manner and study skills progressively introduced around academic and applied (work-related) topics. The essence of the Foundation Degree is that it is vocational, and students apply their studies within a work-related context wherever possible.

Module content has been mapped against the RICS Commercial Property Management Pathway for Associate Membership.

## 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 opportunities and feedback are provided on each module. These vary in format and may include self-assessment quizzes and tutor guided discussion. Students are encouraged to engage in group discussions and collaborative learning with their peers and tutors. A range of formative assessment activities are utilised to help develop the students' ability to investigate practical issues thoroughly and provide reasoned advice. All are designed to motivate and support the student. Formative assessment of the work based learning element is 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 Foundation Degree (FdSc).

### Summative assessment

Summative assessment methods and formats vary across the modules and include Computer Marked Assessments (CMAs), coursework, projects, portfolios and examinations. All are appropriate to the individual module, its academic level and stated learning outcomes. At this level, reflective thinking and critical analysis must be demonstrated. The Programme seeks to adopt a supportive and engaging approach to assessment. At Level 4, the use of CMAs will be employed to encourage engagement with the VLE materials at an early stage. Subsequently at Level 5, examinations will be employed which will support the transition to this higher level of study. Work based learning is summatively assessed at the end of level 5 through the compilation of a portfolio of experience and reflection thereon.

### Assessment Diet.

| Module  | Core /Option | Cat pts | Level | Assessment                  |
|---|--------------|---------|-------|-----------------------------|
| <i>Technical and Professional Communication</i> | Core         | 20      | 4     | 2 x cma's 30%<br>1 x cw 70% |
| <i>People &amp; Organisation Management</i>     | Core         | 20      | 4     | 1 x cw 40%<br>1 x exam 60%  |
| Marketing the Retail Asset                      | Core         | 20      | 4     | 2 x cma's 30%<br>1 x cw 70% |

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|  |      |    |   |                             |
|--|------|----|---|-----------------------------|
| Multi-Channel Retailing  | Core | 20 | 4 | 2 x cma's 30%<br>1 x cw 70% |
| <i>Introduction to Real Estate</i>   | Core | 20 | 4 | 2 x cma's 30%<br>1 x cw 70% |
| Contract & Lease Management  | Core | 20 | 4 | 2 x cma's 30%<br>1 x cw 70% |
| Global Retail Operations   | Core | 20 | 5 | 1 x cw 30% &<br>1 x cw70%   |
| Retail Asset Development, Sustainability and Simple Construction                             | Core | 20 | 5 | 1 x cw 40%<br>1 x exam 60%  |
| <i>Professional &amp; Statutory Regulation</i>   | Core | 20 | 5 | 1 x cw 40%<br>1 x exam 60%  |
| Operational Facilities Management  | Core | 20 | 5 | 1 x cw 40%<br>1 x exam 60%  |
| <i>Portfolio of Learning from the Workplace</i>  | Core | 20 | 5 | 1 x portfolio<br>100%       |
| <i>Valuation Context &amp; Principles</i>  | Core | 20 | 5 | 1 x cw 40%<br>1 x exam 60%  |
| cw      coursework assignment<br>exam    examinations<br>cma      computer marked assessment |      |    |   |                             |

### QAA Benchmark Mapping

*The Foundation degree has been informed by the latest QAA (2015) Characteristics statement for foundation degrees.*

QAA (2015) Characteristics statement UK quality code for higher education part A: Setting and maintaining academic standards foundation degree. Available at:

<http://www.qaa.ac.uk/en/Publications/Documents/Foundation-Degree-Characteristics-15.pdf>

(Accessed: 8 March 2016).

The programme has also been informed by and subsequently written to meet the guidance in the QAA (2014) Qualifications Framework for Foundation Degrees:

4.12 Descriptor for a higher education qualification at level 5 on the FHEQ: foundation degree.

The descriptor provided for this level of the FHEQ is for any foundation degree which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at level 5 of the FHEQ, including Diplomas of Higher Education, Higher National Diplomas, etc.

Foundation degrees are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed,
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context,

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- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study,
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis,
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively,
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

QAA (2014) *Qualifications Framework*. Available at: <http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf> (Accessed: 7 March 2016).

QAA (2008) *Construction, property and surveying 2008*. Available at: <http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Construction-property-and-surveying.pdf> (Accessed: 7 March 2016).

## APPENDIX A

### PSRB Benchmark Mapping

RICS Associate Assessment (Other PSRBs being considered do not have similar mapping arrangements)

Commercial Property Management

#### Technical competencies

| Landlord and tenant |   | Modules                     |
|---------------------|---|-----------------------------|
| Description         | This competency covers the management of the landlord and tenant relationship. It has a broad scope covering all aspects of lease negotiations arising between landlord and tenant. The candidate will be expected to understand the issues and how they affect both parties.                     | Contract & Lease Management |
| Requirements        | Demonstrate knowledge and understanding of the law and practice relating to landlord and tenant. Apply the principles of the law and practice relating to landlord and tenant. Carry out relevant negotiations to provide solutions to issues affecting both owners and occupiers of real estate. | Contract & Lease Management |

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| <b>Measurement and inspection of land and property</b> |  |   |
|--|--|---|
| Description  | <p>This competency covers all aspects of the measurement and inspection of land or property for management and valuation purposes.</p> <p>Candidates will be expected to show a good knowledge of building construction and defects but be able to recognise when additional specialist advice may be needed.</p>    | <p>Valuation Context &amp; Principles</p> <p>Retail Asset Development, Sustainability and Simple Construction</p> |
| Requirements   | Demonstrate knowledge and understanding of the principles and limitations of measurement and inspection for a range of different purposes. Apply the principles of measurement and inspection for property management and valuation purposes.  | Valuation Context & Principles  |
| <b>Property management</b>                             |  |   |
| Description  | This competency covers all aspects of the day to day functions associated with property management. It includes issues relating to maintenance works, health and safety, landlord and tenant relationships, and service charges. In general it includes any matter associated with the smooth running of a property. | Introduction to Real Estate Practice<br>Operational Facilities Management   |
| Requirements   | Demonstrate knowledge and understanding of property management and the relationship between owner and occupier. Apply the principles of property management to provide solutions to issues affecting both owners and occupiers of real estate.   | Contract & Lease Management   |
| <b>Property records/information systems</b>            |  |   |
| Description  | This competency deals with the use, management, and development of property information systems for the purposes of supporting the management and/or valuation of property.  | Technical & Professional Communication  |
| Requirements   | Demonstrate knowledge and understanding of the factors required for property records/ information systems, including the sourcing and collation of data. Demonstrate an ability to apply knowledge to analyse data and assemble it for use in a database.  | Technical & Professional Communication  |
| <b>Rental appraisal</b>                                |  |   |
| Description  | This competency covers the preparation and provision of properly researched advice relating to property management related appraisals of rents.  | Valuation Context & Principles  |
| Requirements   | Demonstrate knowledge and understanding of rental appraisals requiring analysis and understanding of lease terms. Undertake rental appraisals for a variety of different types for property management purposes (such as lease renewals and rent reviews).   | Valuation Context & Principles  |
| <b>Plus one of the following five competencies</b>     |  |   |
| <b>Building information modelling (BIM) management</b> |  |   |
| Description  | This competency encompasses the establishment and management of the information modelling systems on projects. It covers collaborative process and technological principles involved in implementing Building Information Modelling (BIM).   | Retail Asset Development, Sustainability and Simple Construction  |
| Requirements   | Demonstrate knowledge and understanding of the technical, process and collaborative aspects of the use of BIM on projects. Develop and apply management systems to facilitate the use of BIM on projects including unified control and reporting procedures.   | Retail Asset Development, Sustainability and Simple Construction  |
| <b>Leasing/letting</b>                                 |  |   |

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|                                       |  |   |
|---------------------------------------|--|---|
| Description                           | This competency covers the market for and marketing of leasehold property and includes assignments and sub-lettings. Candidates should be able to demonstrate understanding and experience (if appropriate) of working for both landlord and tenant. The candidate should have knowledge of the whole transactional market for property.   | Marketing the Retail Asset Contract & Lease Management                      |
| Requirements                          | Demonstrate knowledge and understanding of how various types of property are let (or a similar interest is acquired for a client) and the different types of interests that may be placed on the market. Demonstrate an understanding of the economics of the market for such interests and the appropriate legal frameworks. Apply knowledge and skills to the leasing/letting of all types of property and demonstrate practical experience of the associated decision-making process, marketing, reporting, and completion of the transaction. Demonstrate knowledge and understanding of other forms of property transaction, and of the reasons supporting the decision to proceed along the chosen leasing or letting route. | Marketing the Retail Asset Contract & Lease Management                      |
| <b>Local taxation/assessment</b>      |  |   |
| Description                           | This competency covers the valuation and negotiation of rating appeals.  | Valuation Context & Principles  |
| Requirements                          | Demonstrate knowledge and understanding of the provisions for taxation of real estate, plant and machinery and/or other property types at a local/ municipal level. Undertake valuations and negotiations for a variety of different property types using different valuation methods for the purposes of local/municipal taxation.  | Valuation Context & Principles  |
| <b>Property management accounting</b> |  |   |
| Description                           | This competency covers accounting aspects of property management primarily in the commercial sector. The candidate would be expected to have knowledge of all the statutory requirements and be able to report to clients as well as to other stakeholders regarding the accounting results.   | Professional & Statutory Regulations Technical & Professional Communication |
| Requirements                          | Demonstrate knowledge and understanding of any legal or regulatory principles (including taxation implications where appropriate) that apply to property management accounts and service charge accounts. Undertake day-to-day management and recording of property management accounts and service charge accounts.   | Professional & Statutory Regulations Technical & Professional Communication |
| <b>Valuation</b>                      |  |   |
| Description                           | This competency covers the preparation and provision of properly researched valuation advice, made in accordance with the appropriate valuation standards, to enable clients to make informed decisions regarding real estate.   | Valuation Context & Principles  |
| Requirements                          | Demonstrate knowledge and understanding of the purposes for which valuations are undertaken; the relevant valuation methods and techniques; the appropriate standards and guidance and any relevant statutory or mandatory requirements for valuation work. Demonstrate practical competence in undertaking both capital and rental valuations and detailed involvement with the preparation and presentation of client reports. Demonstrate the ability to use valuation methods and techniques appropriate to the relevant area of practice. Show how the relevant valuation standards and guidance have been applied to a valuation experience.   | Valuation Context & Principles  |
| <b>Mandatory competencies</b>         |  |   |

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| Title  | Requirement  |  |
|--|--|--|
| Client care  | <p>Demonstrate knowledge and understanding of the principles and practice of client care including:</p> <ul style="list-style-type: none"> <li>the concept of identifying all clients/colleagues/third parties who are clients and the behaviours that are appropriate to establish good client relationships</li> <li>the systems and procedures that are appropriate for managing the process of client care, including complaints</li> <li>the requirement to collect data, analyse and define the needs of clients.</li> </ul> <p>Demonstrate practical application of the principles and practice of client care in the appropriate area of practice.</p>   | Introduction to Real Estate Practice         |
|  |  | Managing People and Organisations            |
|  |  | Managing People & Organisations              |
|  |  | Technical & Professional Communication       |
|  |  | Portfolio of Learning from the Workplace     |
| Communication and negotiation                                    | <p>Demonstrate knowledge and understanding of effective oral, written, graphic and presentation skills including the methods and techniques that are appropriate to specific situations.</p> <p>Demonstrate practical application of these skills in a variety of situations, specifically including where negotiation is involved.</p>  | Technical and Professional Communication     |
|  |  | Portfolio of Learning from the Workplace     |
| Conduct rules, ethics and professional practice                  | <p>Although this is demonstrated through the RICS ethics module (see Candidate Guide) which should still be referred to (where applicable).</p> <p>Demonstrate knowledge and understanding of the role and significance of RICS and its functions. Also an appreciation of the student's personal professional role and society's expectations of professional practice and RICS Rules of Conduct and regulations, including the general principles of law and the legal system, as applicable in the student's country of practice.</p> <p>Demonstrate practical application in the student's area of practice, being able to justify actions at all times and demonstrate personal commitment to the RICS Rules of Conduct and RICS ethical standards.</p> <p>Demonstrate that the student has applied these in the context of advising clients.</p> | Introduction to Real Estate Practice         |
|  |  | Professional & Statutory Regulation          |
|  |  | Portfolio of Learning from the Workplace     |
|  |  | Portfolio of Learning from the Workplace     |
| Conflict avoidance, management and dispute resolution procedures | Demonstrate knowledge and understanding of the techniques for conflict avoidance, conflict management and dispute resolution procedures including for example adjudication and arbitration, appropriate to the student's pathway.  | Managing People & Organisations              |
| Data management  | Demonstrate knowledge and understanding of the sources of information and data, and of the systems applicable to the student's area of practice, including the methodologies and techniques most appropriate to collect, collate and store data.   | Technical & Professional Communication       |
| Health and safety  | <p>Demonstrate knowledge and understanding of the principles and responsibilities imposed by law, codes of practice and other regulations appropriate to the student's area of practice.</p> <p>Demonstrate practical application of health and safety issues and the requirements for compliance, in the student's area of practice.</p>  | Professional & Statutory Regulation          |
|  |  | Portfolio of Learning from the Workplace     |
| Sustainability   | Demonstrate knowledge and understanding of why and how sustainability seeks to balance economic, environmental and social objectives at global, national and local levels, in the context of land, property and the built environment.   | Retail Asset Development, Sustainability and |

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|              |   |                                 |
|--------------|---|---------------------------------|
|              |   | Simple Construction             |
| Team working | Demonstrate knowledge and understanding of the principles, behaviour and dynamics of working in a team. | Managing People & Organisations |

Signed..... *Nikki Bulteel* .....  
Nikki Bulteel  
Chair of the Undergraduate Board of Studies

Date..... *20/07/16* .....