

## PROGRAMME SPECIFICATION

for the award of

**BA (Hons) Planning and Property Development**

Managed by the Faculty of Technology, Design and Environment

delivered by School of the Built Environment

|  |                |
|--|----------------|
| Date approved:                           |                |
| Applies to students commencing study in: | September 2020 |

### RECORD OF UPDATES

| Date amended* | Nature of amendment   | Reason for amendment                                      |
|---------------|---|---|
| July 2016     | Transfer to new template, update global citizenship to active citizenship   | CMA compliant, update graduate attribute.                 |
| October 2016  | Checked for errors and amended by Subject Coordinator and Programme Lead.   | Subject specialist knowledge.                             |
| January 2017  | Modules amended U37702 replaced by U37710 and U377xx  | Meeting DV action plan requirements and closure of U37702 |
| January 2018  | <p><b>Level 5 Modules</b><br/>           Urban Development Economic &amp; Financial Appraisal replaces PLAN5002/U37721</p> <p>PLAN5006/U37730 Deleted<br/>           PLAN5009 /U37733 replaces U37723</p> <p><b>Level 6 Modules</b><br/>           Planning and Property Development Professional Practice - added<br/>           PLAN6009/U37781 deleted</p> | Meeting DV Action Plan, renumbering of Planning modules   |
| January 2019  | Correction to status of modules PLAN5005/U37729 and PLAN6003/U37772 to  | Error   |

|                          |   |  |
|--------------------------|---|--|
|                          | <p><b>compulsory</b></p> <p><b>Removal of PLAN5013 /U37742 Designing the City</b></p> <p><b>Changes to coursework and exam weightings</b></p> <p><b>Names change PLAN6003/U37772 to Strategic Planning and Policy</b></p> <p><b>Section 6: Corrections to entry requirements and clarifying requirement of Maths and English GCSE at Level 4 or above</b></p>   | <p><b>No longer running</b></p> <p><b>Mainly to align with university requirement to remove exams in semester 1.</b></p> <p><b>Name change previously agreed and now applicable.</b></p> <p><b>Existing GCSE requirement not defined on the Programme Specification.</b></p> |
| <p><b>March 2020</b></p> | <p><b>New modules added:</b><br/> Housing Matters<br/> Foundation Development Law<br/> Sustainable Development and Professional Practice<br/> Law for Developers.<br/> Designing the City and GIS.<br/> Development Delivery: Planning and viability<br/> Project Management for Developers<br/> Redevelopment and Regeneration<br/> ESTM5002 Planning and Development Practice<br/> ESTM6020 Property Technology added as an optional module.</p> <p><b>Old Modules Removed:</b><br/> PLAN4003 Sustainability and Development<br/> ESTM4004 Foundation Real Estate Law 1<br/> ESTM Foundation Real Estate Law 2<br/> PLAN5011 Urban Development: Economic and Financial Appraisal<br/> PLAN5005 Geographical Information Systems<br/> PLAN6001 Local Planning and Development Control</p> <p><b>Module name changed:</b><br/> From PLAN4009 Development Concepts to PLAN4009 Introduction to Building Construction and Practice'</p> | <p><b>Programme to be revalidated with these changes but put in place now for students moving into stage 2 in September 2020 and Level 4 from September 2020 to support progression.</b></p>   |

|  |  |  |
|--|--|--|
|  | <p>PLAN5016 Integrative Project to PLAN5016 Professional Practice Skills- Development &amp; Employability'</p> <p>PLAN6014 Planning Development and professional practice to PLAN6014 Development Delivery: Professional Practice'</p> <p><b>Compulsories changed to optionals:</b></p> <p>ESTM6002 Applied Valuation change to an optional module from compulsory</p> <p>ESTM6006 Real Estate Investment change to an optional module from a compulsory</p> |  |
|--|--|--|

## SECTION 1: GENERAL INFORMATION

|  |   |
|--|---|
| <b>Awarding body:</b>  | Oxford Brookes University   |
| <b>Teaching institution and location:</b>                              | Oxford Brookes University <Name the Campus>   |
| <b>Language of study:</b>  | English   |
| <b>Final award:</b>  | BA (Hons)   |
| <b>Programme title:</b>  | Planning and Property Development   |
| <b>Interim exit awards and award titles available:</b>                 | CertHE, DipHE, BA   |
| <b>Brookes course code:</b>  | BAH-DV  |
| <b>UCAS code:</b>  | KK24  |
| <b>JACS code:</b>  | O 50  |
| <b>HECoS code:</b>   | 100586  |
| <b>Mode of delivery:</b>   | Full-time (face to face/on-campus)<br>Part-time (face to face/on-campus)  |
| <b>Mode/s and duration of study:</b>                                   | 3 Years Full Time<br>Up to 8 years part-time.   |
| <b>QAA subject benchmark statement/s which apply to the programme:</b> | Town and Country Planning (2008)  |
| <b>Professional accreditation attached to the programme:</b>           | Accredited by Royal Institution of Chartered Surveyors (RICS)   |
| <b>University Regulations:</b>   | The programme conforms to the University Regulations for the year of entry as published/archived at:<br><a href="http://www.brookes.ac.uk/regulations/">http://www.brookes.ac.uk/regulations/</a> |

## **SECTION 2: WHY STUDY THIS PROGRAMME?**

The degree in Planning and Property Development has been designed to reflect the growing synergies and collaborations between the planning and property development professions. Both these professions contribute significantly to the development process and can no longer remain compartmentalised, as has been the case hitherto. Nowhere is this more apparent than in the increasingly artificial divide between the public (planning) sector and the private (developer) sector.

The central aim of the course is to recognise this and this realisation is embedded in the course philosophy, its aims, its achievements and the skills it confers upon its students. Neither profession can function in a vacuum. Planning cannot turn a blind eye to the pressures for development, the financial models that underpin such development, or the philosophy that drives the surveying profession. Equally, surveyors and property developers cannot ignore the social, environmental and political climate in which they are required to work, notions of the public realm, or the mediatory role of the planner in interpreting the public good. Both professions need to recognise the directions from which each other are coming if, for no other reason, in order to respond constructively to the challenges that arise.

Consequently, to be equipped with a rounded education and training in both professional areas enables a student to function and survive most effectively in the course of their professional career.

- To facilitate the development of intellectual, academic and practical abilities relating to planning and property professionals.
- To establish a critical awareness of: the theories and processes emanating from both the planning and property professions and the rationale underpinning the motivation of property professionals to value, manage and develop land and the buildings standing thereon, and the ideological and pragmatic needs for intervention in defence of the public realm of planning professionals along with their recognition of the wider environmental and social costs of development.
- To increase knowledge of society's needs for more intensified use of land space and the necessary constraints imposed upon this process by the democratic and environmental concerns as embodied in the system of planning control, and sensitivity to the values and needs of different groups in society.
- To stimulate an awareness of the roles of the various actors in the process of planning, property development, and the motivation of these actors in developing and managing intervention in many different contexts.
- To develop transferable skills in communication (written, verbal and graphic), in information technology, and in negotiative and managerial approaches to managing the built environment.
- To develop professionalised skills and awareness appropriate to significant areas of planning and property development practice.

Please refer to the following link to view the staff profiles within the School of the Built Environment:

<http://planning.brookes.ac.uk/staff/index.html>

## **SECTION 3: PROGRAMME LEARNING OUTCOMES**

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

### **3.1 ACADEMIC LITERACY**

- i. The ability to understand, analyse and evaluate how the property industry functions, how it is

motivated, and how it rations and manages scarce resource of land and property and. the process of planning in order to protect the public realm, consider wider environmental concerns and mediate between stakeholders and the property and interaction and inter-relationship between the social and built environments

- ii. A knowledge and understanding of the distribution of social, economic and environmental costs, their differential impacts on groups within society and how these impacts may be mediated
- iii. The ability to develop Interdisciplinary knowledge and understanding based on the nature of the property and planning professions the research basis of built environment knowledge, ideas and concepts and the processes of policy formulation, analysis and implementation
- iv. The ability to undertake the identification and formulation of urban, environmental, and development issues and problem solving

### **3.2 RESEARCH LITERACY**

- i. The ability to obtain, analyse evaluate and synthesise planning and property empirical data
- ii. The ability to undertake academic research in data and information sourcing and collection, analysis and presentation

### **3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY**

- i. The ability to communicate, negotiate, network and teamwork in a multi-agency and multi-professional settings; creative problem-solving

### **3.4 DIGITAL AND INFORMATION LITERACY**

- i. The ability to employ a range of learning, self-management IT and statistical tasks and functions.
- ii. The ability to employ presentational skills – design, oral and written including reports and narrative methods

### **3.5 ACTIVE CITIZENSHIP**

- i. An understanding of the management of change and knowledge of the enabling instruments, processes and organisational structures and frameworks – the process of governance and planning

## **SECTION 4: CURRICULUM CONTENT & STRUCTURE**

### **4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:**

| <b>Code</b>          | <b>Module Title</b>                                 | <b>Credits</b> | <b>Level</b> | <b>Status</b> | <b>Coursework:<br/>Exam ratio</b> |
|----------------------|---|----------------|--------------|---------------|-----------------------------------|
| <b>Level 4</b>       |   |                |              |               |                                   |
| ESTM400<br>1/U35001  | Economics of the Built Environment                  | 15             | 4            | Compulsory    | 100:0                             |
| ESTM400<br>2 /U35008 | Introduction to Spatial Planning                    | 15             | 4            | Compulsory    | 100:0                             |
| ESTM400<br>3/U35009  | Introduction to Valuation                           | 15             | 4            | Compulsory    | 50:50                             |
| PLAN4004<br>/U37710  | Cities in Historical Context                        | 15             | 4            | Compulsory    | 100:0                             |
| PLAN4009<br>/U37715  | Introduction to Building Construction<br>& Practice | 15             | 4            | Compulsory    | 100:0                             |
| PLAN4012             | Sustainable Development &<br>Professional Practice  | 15             | 4            | Compulsory    | 100:0                             |
| PLAN4013             | Housing Matters                                     | 15             | 4            | Compulsory    | 100:0                             |
| PLAN4014             | Foundation Development Law                          | 15             | 4            | Compulsory    | 100:00                            |

| <b>LEVEL 5</b>   |   |    |   |            |        |
|------------------|---|----|---|------------|--------|
| ESTM5002         | Planning and Development Practice                         | 15 | 5 | Compulsory | 100:0  |
| ESTM5006/U35030  | Land Law  | 15 | 5 | Compulsory | 100:0  |
| ESTM5008 /U35037 | Valuation and Investment                                  | 15 | 5 | Compulsory | 100:0  |
| PLAN5007 /U37731 | Research Design   | 15 | 5 | Compulsory | 100:0  |
| PLAN5009 /U37733 | Plan and Policy Making                                    | 15 | 5 | Compulsory | 100:0  |
| PLAN5016 /U37738 | Professional Practice Skills: Development & Employability | 15 | 5 | Compulsory | 100:0  |
| PLAN5017         | Property Law for Developers                               | 15 | 5 | Compulsory | 50:50  |
| PLAN5018         | Designing the City and GIS                                | 15 | 5 | Compulsory | 100:0  |
| <b>Level 6</b>   |   |    |   |            |        |
| PLAN6003 /U37772 | Strategic Planning and Policy                             | 15 | 6 | Compulsory | 100:0  |
| PLAN6013 /U37798 | Research Project  | 30 | 6 | Compulsory | 100:0  |
| PLAN6014 /U37779 | Development Delivery: Professional Practice               | 15 | 6 | Compulsory | 100:0  |
| PLAN6015         | Development Viability and Finance                         | 15 | 6 | Compulsory | 100:00 |
| PLAN6017         | Development Delivery: Planning & Viability                | 15 | 6 | Compulsory | 100:0  |

| <b>Level 6 Optional Modules – Choose 2 from 6</b> |                                    |    |   |          |       |
|---|------------------------------------|----|---|----------|-------|
| ESTM6002 /U35072                                  | Applied Valuation                  | 15 | 6 | Optional | 50:50 |
| ESTM6006 / U35097                                 | Real Estate Investment             | 15 | 6 | Optional | 50:50 |
| ESTM6020  | Property Technology                | 15 | 6 | Optional | 100:0 |
| PLAN6018  | Project Management for Development | 15 | 6 | Optional | 100:0 |
| PLAN6016  | Redevelopment & Regeneration       | 15 | 6 | Optional | 100:0 |
| PLAN6011 /U37788                                  | Independent Study in Planning      | 15 | 6 | Optional | 100:0 |

## **4.2 PROGRESSION AND AWARD REQUIREMENTS**

Requirements for Named Dip HE: All level 4 and 5 modules are compulsory

Requirements for BA Ordinary: All level 4 and 5 modules are compulsory + any 60 credits at Level 6

Requirements for BA (Hons): All level 4 and 5 modules + all compulsory level 6 modules and two from either PLAN6018(Project Management for Development); ESTM6006; ESTM6002; ESTM6020; PLAN6003/U37772. Or PLAN6016(Redevelopment and Regeneration).

## **4.3 PROFESSIONAL REQUIREMENTS**

This degree is fully accredited by the Royal Institution of Chartered Surveyors (RICS) and partially accredited by the Royal Town Planning Institute (RTPI).

Graduates are eligible for membership of the RTPI when combined with either the Post Graduate Diploma in Planning or one of the Department of Planning's RTPI accredited specialist MA/MSc Programmes. Graduates will also complete their post-graduation Assessment of Professional Competence (APC) in either field to gain membership of the RTPI or RICS.

## **SECTION 5: TEACHING AND ASSESSMENT**

This programme adopts a blended learning approach by utilising a wide variety of teaching, learning and assessment methods, appropriate to the specific subjects taught on this degree in order to prepare you for your future career as a property professional. A student-centred approach is an important feature of the course. Modules will either have a lecture 'core', which is supported by smaller group teaching and learning in seminars, or a project and workshop based approach as indicated in the Module Guides. A case study and project based approach is a highly appropriate vehicle for understanding the planning process and a number of modules utilise 'real life' client based projects. As students' progress, the programme evolves to focus more on professional practice and consequently increasing emphasis is placed on students managing group activities, negotiation, decision making and presentation. These skills form part of the assessment in modules across the three year programme.

The Specific Graduate Attributes are met through the Learning Outcomes associated with the subject compulsory and optional modules; Academic Literacy will enable graduating students to acquire the knowledge and skills associated with the built environment, Critical self-awareness and Personal Literacy enable graduating students to reflect on the role of those working in the built environment, Digital and Information Literacy will enable graduating students to obtain and acquire relevant and critical information associated with built environment issues from a range of sources.

Students will experience many modules where the collection, analysis and the presentation of data (quantitative and qualitative, socio-economic and built/natural environment, primary and secondary), through for example projects and self-contained surveys. There is progression in the development of knowledge and skills between Levels 4-6. Throughout the programme, both in specific modules and as elements of other modules students will be developing a wide variety of professional, technical and transferable skills. Single modules (15 CATS) have a notional 150 hours of learning time (pro rata for larger modules) of which 20 - 25% is contact time and the remainder is made up of independent study, directed reading and coursework (group or individual).

All modules are assessed separately with an overall pass mark of 40%. The modules are assessed in a variety of ways - essay reports, individual and group project work, seen and unseen examinations. Further details for each module assessment are published in the individual module syllabi. Each module handbook which enlarges on the syllabus and provides information about the programme, details, teaching methods, coursework schedules, assessment regimes, reading lists, etc.

Reflecting the programme's emphasis on professional practice and continuity in the learning process, a considerable proportion of the assessment is coursework based. Practitioners operate in a wide variety of agencies - in the public, private and voluntary sector - and you will need a comprehensive array of skills and knowledge. The ability to communicate knowledge and information clearly and effectively to different clients and interest groups is important. Accordingly, the need for clear and effective presentation of work throughout the course will form an important component in the assessment process. The methods of assessment are designed to evaluate the skills for example in design, graphic, presentation, financial models, sensitivity analysis, market analysis, report writing, verbal presentation, but also knowledge in relation to concepts, development and planning theory and professional practice.

## **SECTION 6: ADMISSION TO THE PROGRAMME**

### **6.1 ENTRY REQUIREMENTS**

Prior qualifications necessary for entry to the programme, including English language requirements.

From 2017 entry, typical offers:

- A-Level BBC/BCC or equivalent
- IB 30 - 31 points

- BTEC DMM
- UCAS 104-112 points

Points may be counted from qualifications equivalent to 3 A-levels only.

Please follow this link for details of the new UCAS Tariff: <http://www.brookes.ac.uk/studying-at-brookes/how-to-apply/ucas-tariff---achieving-120-points/>

All to include GCSE at Level 4 or above: Mathematics and English

- English Language Requirements

IELTS 6.0 (with 6.0 in reading and writing, 5.5 in listening and speaking).

## **SECTION 7: PREPARATION FOR EMPLOYMENT**

Graduates from Planning and Property Development are eligible to apply for membership of the Royal Institution of Chartered Surveyors. They are likely to be employed in a professional capacity as surveyors in;

Local Government, National Government and Quangos;  
 Property and Planning Consultants in Planning Consultancies, Surveying and/or Planning consultancies, Multi-professional development consultancies;  
 Surveyors in Development Corporations;  
 Surveyors in Environmental consultants, Agencies and Advocacy Organisations;  
 Researchers in Universities, Government Agencies and the Private Sector.

Careers events are organized within the School of Built Environment and include a Careers Fair, guest speaker days, Internship fairs, and opportunities for one-to one sessions with both the Careers Team and industry to hone CV writing skills. Students can apply to be part of the alumni Oxford Brookes Real Estate Management Society (OBREMS) Mentoring Scheme in year 2.

The Planning courses are supported by the Practice Liaison Committee that meets regularly to discuss the content of the course and how they can support the students.