

BSc (Hons) Property Development

Programme Specification

Primary Purpose:

Course management, monitoring and quality assurance.

Secondary Purpose:

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer:

The University of Portsmouth has checked the information given in this Programme Specification and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

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Programme Specification

1. Named Awards

BSc (Hons) Property Development

2. Course Code (and UCAS Code if applicable)

C0704F N232

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

The Royal Institution of Chartered Surveyors

6. QAA Benchmark Groups

Construction, Property and Surveying

7. Document Control Information

1.1 January 2005, 2.1 March 2006, 2.2 November 2008, 2.3 July 2009, 2.4 August 2010, 2.5 October 2011, 2.6 December 2011. 3.0 June 2012, 3.1 October 2012, May 2013, June 2014, August 2015; July 2016

8. Effective Session

2016-2017

9. Author

A Thomas

10. Faculty

Faculty of Technology

11. Department

School of Civil Engineering and Surveying

12. Educational Aims

The Surveying Programme:

On entering the course, each individual will have enrolled on a specific course, which will determine his or her specific subject pathway. There are three courses available within the surveying programme offered by the School of Civil Engineering and Surveying. These are:

BSc (Hons) Property Development

BSc (Hons) Quantity Surveying

BSc (Hons) Building Surveying

The stated aims of the University include the efficient and effective provision of a high quality programme of academic activity, a broadening of access, responsiveness to external change and the provision of an educational environment within which all participants can fulfil their potential. Within this context, the overall aim of the Surveying Programme is to mount and maintain a portfolio of property related courses at undergraduate and postgraduate level and to underpin that activity through a related programme of relevant and sustainable research and scholarly activity.

The RICS involvement with the Surveying Programme:

- These courses conform to the Partnership arrangements between the University of Portsmouth and the Royal Institution of Chartered Surveyors.
- This course conforms with RICS Quality Standards.
- Access will relate to RICS Threshold Standards.
- An annual partnership development meeting will be held between the University of Portsmouth and the Royal Institution of Chartered Surveyors.
- External Examiners will be appointed against University of Portsmouth but also subject to approval by the Royal Institution of Chartered Surveyors.

The Property Development Course/Pathway within the Surveying Programme:

The Property Development course has been developed to respond to demand at both national and international level. Previously delivered under titles of Land Management and Real Estate Management, a similar course that addresses the 'general practice' elements of surveying and property has been delivered for over 35 years at the University. This course is not part of the Combined Honours framework.

13. Reference Points

Introduction:

The underlying philosophy of this programme is to provide a sound surveying education base for students with an interest in landed property and with the aspiration to reach Chartered Surveyor status and equally enable them to integrate into the job market swiftly and effectively. The proposed programme structure has been developed in line with the requirements of potential employers within the sector and the leading internationally recognised professional body, the Royal Institution of Chartered Surveyors. The proposed programme is also compatible with similar courses offered by other institutions in the UK and overseas.

Reference points:

- The scholarship and research expertise of academic members of staff
- University of Portsmouth Curricula Framework Document
- The University of Portsmouth policy regarding Key Skills
- QAA UK Quality Code for Higher Education
- Framework for Higher Education Qualifications (FHEQ) National Qualifications Framework
- QAA construction-related course benchmarks: Construction, Property & Surveying
- National Qualifications Framework
- Requirements of Professional and/or Statutory Regulatory Bodies and in particular those of the Royal Institution of Chartered Surveyors (RICS)

The Mandatory competencies identified by the RICS and incorporated into the curriculum are:

- M001 Accounting principles and procedures
- M002 Business planning
- M003 Client care
- M004 Communication and negotiation
- M005 Conduct rules, ethics and professional practice
- M006 Conflict avoidance, management and dispute resolution procedures
- M007 Data management
- M008 Health and safety

- M009 Sustainability
- M010 Teamworking

The Core Technical Competencies defined by the RICS and incorporated into the curriculum are:

- T023 Development appraisals
- T032 Financial modelling
- T044 Inspection
- T046 Investment management (including fund and portfolio management)
- T051 Legal/regulatory compliance
- T056 Mapping
- T057 Measurement of land and property
- T061 Planning
- T069 Property finance and funding
- T083 Valuation

14. Learning Outcomes

The programme aims to:

1. Consider the multidisciplinary aspects of the development and use of land, buildings and natural resources and their integration in arriving at resource allocation decisions;
2. Provide a systematic, coherent and balanced education through study within various courses and levels;
3. Create an environment within which students have their personal achievements recognised and rewarded;
4. Foster an active and self-reflective learning approach;
5. Provide monitoring, support and guidance of the individual learning experience such that all students can be encouraged to realise their own potential;
6. Develop and test students intellectual and critical abilities such that they can define, investigate and analyse problems, form judgements, make decisions and demonstrate the acquisition of such qualities;
7. Prepare students for the transition from Higher Education to employment within a professional or vocational context; and develop those transferable and specialist skills that all stakeholders could reasonably expect of students who successfully complete their named programme of study.

Graduates will:

1. Have an awareness of the economic, environmental, social, legal, political, commercial and non-commercial contexts within which the development, management and use of land and buildings occurs.
2. Understand the principal elements of the knowledge base associated with the development, management and use of real property and the broader context within which these elements are located;
3. Have the ability to synthesise such elements within a problem-solving context;
4. Meet the educational requirements for eventual admission to the Royal Institution of Chartered Surveyors;
5. Be prepared for employment in one or more of the broad range of careers related to the Property Studies Programme;
6. Possess transferable skills and subject understanding sufficient to enable them to pursue further study, career development or career options in the future.

Learning outcomes for the Property Development course : on completion of the course students will:

1. Understand the processes of acquisition, use, change and disposal (including letting and management) of land and property and to relate these processes to issues of sustainability, conservation and social and commercial gain;
2. Understand the social, political and economic frameworks within which property development processes take place;
3. Understand the management techniques necessary for the effective control of resources and other factors of production;
4. Be able to apply techniques of investment appraisal to the development process with the objective of achieving optimum outcomes;
5. Understand the processes of site finding and acquisition;
6. Understand the law as it relates to relevant aspects of planning, property, development control, the environment, bankruptcy, insolvency and dispute resolution;
7. Appreciate planning control and policy and associated procedures;
8. Have considered aspects of construction economics within the context of design solutions and the development brief;
9. Appreciate the significance of short and long term funding arrangements within the context of risk and opportunity; comprehend the interaction and management of the various parties and agencies associated with the development process including issues of procurement, contract administration and project management.

Level 4:

- To consolidate study skills;
- To provide an appropriate learning framework;
- To establish a common foundation of knowledge;
- To commence the provision of an understanding of the general and course specific contexts within which Property Studies are located.

Level 5:

- To extend and develop contextual understanding;
- To identify and deliver primary course related material;
- To introduce a problem solving and independent approach to study.

Level 6:

- To develop a flexible and logical approach to problem-solving;
- To synthesise the various course elements;
- To facilitate course specialisation;
- To develop the skills and techniques of independent study.

Level 4 studies intend:

- To introduce the fundamental principles and techniques associated with the main components of the discipline and to develop an understanding of them sufficient to provide a framework within which students can locate knowledge subsequently acquired;
- To establish a common foundation level of knowledge and study skills appropriate to the commencement of a degree in Surveying, including remedial work where appropriate;
- To commence the familiarisation of the student with the socio-economic, legal and technical context within which the course and its potential career paths are located.

The first year of these courses is essentially a foundation level within which students are introduced to the main study skills, basic principles and subject areas related to the overall context of Property Studies.

Level 5 studies intend:

- To complete the introduction to the principles and techniques of the discipline and to refine, modify and extend students' understanding of them by practice and application;
- To extend, develop and substantially complete the process of familiarisation with the socio-economic, legal and technical contexts of the subject area;
- To encourage the development of a problem-solving approach to study;
- To begin to formalise the process of integrating the various disciplines constituting the programme of study.

Level 5 is intended to build upon the contextual and study skills acquired during level four studies within a considerably more practice related context. Generic property skills will be further developed and applied and a broad vocationally related planning, legal and property valuations theme is introduced. An option to study English for Academic Purposes rather than research is offered to overseas students.

Level 6 studies intend:

- To develop a flexible and logical approach to problem-solving by the application of principles and techniques, thus consolidating previous levels of study;
- To integrate the subject matter by encouraging students to synthesise the various course elements;
- To carry out a critical examination of the established methods of surveying;
- To facilitate a degree of specialisation in areas of individual interest and strength;
- To develop skills and techniques of individually directed research into specialist areas not formally taught in school.

A. Knowledge and Understanding of:

- A1. The concepts and theories of property management in general.
- A2. Relationships between property legislation and philosophies of property management as promoted by governmental and professional bodies through key publications.
- A3. Law and legal liability, and the role of management functions.
- A4. Specific property health, safety and environmental legislation, and the responsibilities of the key duty holders.
- A5. Valuation techniques and technologies for the identification of value.
- A6. Risk factors in the development of property.
- A7. The role of development control.
- A8. The evaluation of project management.
- A9. Sources of environmental legislation and control
- A10. Quantitative and qualitative research methods

Learning and Teaching Strategies and Methods

The courses are all of three full-time years duration although opportunities to interrupt studies at any stage in each course can be accommodated, provided the period of registration is not exceeded. Each level is delivered over an academic year, students will normally study up to 6 units, which will each attract 20 credits and provide a total of 120 credits. Objectives by level are:

Assessment

Testing of core knowledge at Level 4 and 5 work is primarily through examinations, assignments, essays and presentations. At Level 6 this knowledge is tested and assessed through examinations, assignments, essays, presentation, independent research and the dissertation.

B. Cognitive (Intellectual or Thinking) Skills, able to:

- B1. Analyse and critically examine different forms of discourse.
- B2. Assimilate complex information from diverse sources, and integrate and organise that information in relation to defined goals.
- B3. Demonstrate capacity for independent judgement, critical reasoning and imaginative response.
- B4. Deploy information and argument effectively and in a self-reflective manner, and to evaluate alternative perspectives or points of view.
- B5. Understand, interrogate and apply different theoretical positions, and to develop an awareness of their applicability in different contexts.
- B6. Plan and execute assignments in consultation with tutors.
- B7. Critically evaluate published research, identify further research needs and current opportunities, and select suitable research methods to pursue them.

Learning and Teaching Strategies and Methods

Knowledge and intellectual skills are gained and developed through a mixture of formal lectures and tutorials, fieldwork, seminars and group discussion (student or tutor-led) and student presentations. Students are familiarised with a variety of primary and secondary data sources. Students are trained in research methods.

Assessment

Examinations, essays, assignments, presentations, research proposal, dissertation.

C. Practical (Professional or Subject) Skills, able to:

- C1. Use critical skills in close reading and analysis of regulatory, professional and scholarly texts.
- C2. Articulate knowledge and understanding of texts, concepts and theories relating to Property Development
- C3. Demonstrate understanding and command of specialist vocabularies used by the community of property professionals, and the ability to apply them in critical analysis.
- C4. Demonstrate expertise in the identification of property development issues and exercise informed judgement in the selection of appropriate assessment and control strategies to manage risk.
- C5. Recognise, assess and exploit the potentials of qualitative and quantitative methods for monitoring the performance of valuations.
- C6. Use bibliographical skills appropriate to the discipline, including accurate and consistent use of scholarly conventions of presentation.
- C7. Collect and analyse data appropriately to test research hypotheses.

Learning and Teaching Strategies and Methods

Knowledge and intellectual skills are gained and developed through a mixture of formal lectures and tutorials, fieldwork, seminars and group discussion (student or tutor-led) and student presentations. Students are familiarised with a variety of primary and secondary data sources. Students are trained in research methods.

Assessment

Examinations, essays, assignments, presentation, research proposal, dissertation. Where appropriate, assessment criteria make specific reference to practical skills.

D. Transferable (Graduate and Employability) Skills, able to:

- D1. Communicate effectively in writing, speaking and in appropriate forms of presentation.
- D2. Read and understand documents related to software products and systems.
- D3. Use information technology to handle data, simulation and assist with design and testing.
- D4. Apply mathematical techniques in business simulation and practice.
- D5. Assess problem domains and formulate appropriate problem solving strategies.
- D6. Build on previous experience in order to generalise.
- D7. Ability to work in teams to achieve goals but nevertheless be distinctively individual.
- D8. Demonstrable productive capability in the placement setting where this is applicable.

Learning and Teaching Strategies and Methods

Study skills information at level 4 facilitates the setting of learning objectives related to the student's selection of unit pathways within the programme. Skills are developed through a mixture of lectures, tutorials, fieldwork, projects, report writing and use of computer packages applied to practical situations and problem solving and working independently or in small groups. Students are encouraged to develop an e-portfolio in order to record and reflect on their personal and professional development.

Assessment

Transferable and key skills will not be separately assessed, but must necessarily be employed to achieve the learning outcomes in the course units. Skills will be enhanced by feedback from lectures, tutorials (personal and academic) and practical work, including report writing. Where appropriate, assessment criteria include attention to transferable/key skills.

15. Course Structure, Progression and Award Requirements

This is a full-time course. The equivalent of 60 credits of taught units are provided in each of semesters 1 and 2 in each of three years, including a 40 credit dissertation in the final year. Choice of options allows students to tailor their studies to suit their preferences and interests. Units in the School of Civil Engineering and Surveying (SCES), reflective of the multidisciplinary nature of the subject.

Careers are delivered across the curriculum and supplemented by a guest lecture series/visits from professional institutions. Links with employers are maintained through the Professional Advisory Board, guest lecturers and delivering Continuing Professional Development courses. The majority of units develop skills that contribute to employability; SCES has its roots in professional training.

16. Employability Statement

SCES has strong links with both industry and the profession. Graduates from our property and surveying programmes are highly regarded and much sought after in the work place.

a) the development of graduate and employment skills

The programme is accredited by The Royal Institution of Chartered Surveyors. The curriculum is recognised as equipping graduates with knowledge, skills and competences that employers in the property industry expect. Alongside the technical subjects, the curriculum introduces students to commercial and interpersonal skills topics that illustrate the employment context of industry professionals.

Over the long term, the employment rate of SCES graduates, identified by first destination statistics, have been consistently more than 90%. Although a buoyant property industry up until recent years has contributed to this exemplary record, it is believed that the main contributing factors are the School's curriculum, its curriculum delivery and the opportunities for students to interact with the industry as they pursue their studies. The School is committed to maintaining, and wherever possible, improving this aspect of its provision, and student employment on RICS APS pathways is significantly higher. In levels 5 and 6 of the programme, students have the opportunity to undertake options or subject core options.

b) careers in the curriculum

Career Management Skills are embedded throughout the curriculum. The student's development of career management skills is supported by RICS Regional Advisors and staff who liaise with the University Careers Office as and when necessary and support students in preparation of CVs and letters of application. Visits and/or presentations from leading employers and local RICS representatives who talk to students about work in the construction industry and skills required. With these visitors, students have the opportunity to query, discuss and collect information that helps them in career decision making. A 'property specific' annual careers event based in Portland Atrium intended to facilitate SCES students with an opportunity to meet and present CVs to potential work placement and/or full time employers (many of the delegates/employers are ex Portsmouth graduates).

Students are encouraged to consider an industrial placement between levels 5 and 6. The Student Employability Centre (SPEC) provides support to students during this time with visits to the workplace. An increasing number of employers require graduates with a year's experience in addition to a good degree, and are coming forward to offer placement opportunities for students.

c) links with employers/alumni

Links with industry are an integral part of SCES's identity and the existing property and surveying undergraduate programmes. The School has extensive contacts in the property industry and provides frequent and regular Current Awareness presentations; a programme of current topics and emerging issues in the field of property and surveying delivered by selected professional practitioners from leading practitioners, employers and organisations.

SCES has a longstanding and active Professional Advisory Board (PAB), which, historically, meets once per year, but will meet every 6 months from 2016-2017. The PAB comprises senior executives from leading client, contracting and consulting organisations (some of whom are alumni). It provides useful input in the design/redesign of courses and units. Furthermore, all academic staff are professionally and/or academically engaged with many and varied links with the industry and professional bodies. The above ensure that the course continues to meet the expectations of the industry.

SCES provides professional development opportunities by way of an extensive programme of CPD events that reflect good practice, emerging issues and changes in legislation. Specifically targeted at the local (SE region) professional market, the programme is attended by property professionals who need to maintain their CPD and Life-long learning obligations. Whenever capacity permits, SCES students are welcome at CPD events. We have an established alumni via MATRICS (The Junior Organisation of the RICS) where social and academic activities are organised and funded by MATRICS to facilitate the transition for our students between academic and professional worlds.

The academic staff of SCES have been involved in Knowledge Transfer Partnerships (KTP) for many years.

In addition to academic representation as external examiners and advisors, many SCES staff are represented on professional surveying and property accrediting organisations at both local and national level.

e) PDP and student support via the personal tutoring system

Personal Development Planning is integrated as part of the curriculum at all Levels (Level 4 Professional Development 1, Level 5 Professional Development (H&S and People Skills), and Level 6 Applied Professional Awareness. In addition the School's personal tutor system supports individual student needs and identifies any necessary personal development the student may need. This involves the identification of the student's strengths and weaknesses and development and implementation of strategies to address any weaknesses in order to maximise the opportunities available using the internal/external resources of the University.

17. Support for Student Learning

Every student will be assigned a Personal Tutor during their first week at the university. Personal Tutors are in place to give advice, help and support on both academic and pastoral matters.

Personal Tutors for each year will be selected from the academic staff who teach core units to that year group. Half-hour group Tutor Sessions will form part of the delivery of the core unit, evenly spread over the year, as follows:

First Year	<ol style="list-style-type: none">1. Introduction to the Tutor System2. Academic Engagement and the Student Charter3. Introduction to Personal Development Planning4. Introduction to Assessment5. Writing Skills6. Using the Work of Other People7. Information Sources and Searching8. Preparing for Examinations
Second Year	<ol style="list-style-type: none">1. Introduction to the Student Placement and Employability Centre (SPEC)2. ePortfolio Review3. Updating Your CV4. The Third Year Individual Project
Third Year	<ol style="list-style-type: none">1. Job Applications2. Professional Membership and Status

Students will also have two individual meetings with their Personal Tutors throughout each year, to review academic progress, PDP, and ePortfolio evidence of achievements.

Although the course may be completed as a three year full time provision, students who obtain an industrial placement are encouraged to take a year out (usually between years 2 and 3) in order to gain experience in the workplace and create new professional networks. The course is an “optional sandwich” which enables students to benefit from work based learning.

Students are supported during their placement, they will retain their personal tutor, and we will maintain links with the student and their placement provider through their Personal Tutor and Course Leader.

The provision is designed with a large proportion of situated learning approaches throughout the course, but with an emphasis in the latter stages. The introduction of an integrated interprofessional project gives an opportunity to create project teams and work on potentially “real” redevelopment schemes, thus replicating the team-based project approach which graduates will experience in their workplace, so enhancing student employability.

18. Admissions Criteria

A. Academic Admissions Criteria

- 1) 260+ (although minimum 230 considered) UCAS points 270-300 points to include 160 points from A levels or equivalent.
- 2) GCSEs to include minimum grade C at both English and Maths
- 3) A-levels: should include 2 x 6 units,
- 4) Students may also offer more varied GNVQ and A/AS combinations, including 6-unit and 3-unit GNVQ awards.
- 5) Professional qualifications & experience: see statement below

- 6) Access courses: 65% overall (subject to RICS thresholds)
- 7) Other qualifications: Yes
- 8) Mature and International students are welcomed
- 9) RICS Thresholds to apply

B. Professional Qualifications, Experience & IELTS

Where students apply with non-standard qualifications, applications will be forwarded to the relevant admissions tutor in the School of Civil Engineering & Surveying for consideration and decision. Accreditation of Prior Experience and Learning (APEL) applicants able to provide evidence of knowledge, skills and experience gained through training courses, employment, professional development courses, voluntary work, private study and previous attendance at college and university will be assessed and given equivalent credits toward their degree. RICS Thresholds to apply (RICS 2008 Policy and Guidance on University Partnerships). Further details on APEL can be found at:

<http://www.port.ac.uk/accesstoinformation/policies/curriculumandqualityenhancement/filetodownload.11037.en.pdf>

Applicants are required to have achieved a minimum proficiency in the use of English language of IELTS 6.0. Details of equivalent alternative qualifications can be found at the following link:

<http://www.port.ac.uk/departments/studentssupport/international/englishlanguage/languagerequirements/>

C. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

<http://www.port.ac.uk/departments/studentssupport/asdac/admissionspolicyprocess/>

19. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review.
- Head of School's Annual Standards and Quality Evaluative Review.
- Unit and Course Level student feedback considered at Board of Studies.
- Unit Assessment Board consideration of student performance for each programme.
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports.
- Periodic Programme Review.
- Student Representatives and Student/Staff Consultative Committees.
- National Student Survey.
- Staff Performance and Development Review.
- Peer Review and Development Framework.
- Faculty Learning and Teaching Committee.

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery.
- Course Leader for day-to-day running of course.
- University Contact for day-to-day running of course.

- Board of Studies with overall responsibilities for operation and content of course.
- Director of Studies for Taught Degree Programmes
- Head of School
- Associate Dean (Academic).
- Associate Dean (Students).
- Quality Assurance Committee.
- Unit, Award and Progression Board of Examiners.

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies.
- Student/Staff Consultative Committees.
- Unit and Course level student feedback questionnaires.
- University participates in external student surveys, eg National Student Survey (NSS), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB).

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance.
- Annual staff performance and development reviews (PDRs) match development to needs.
- Managers undertake a variety of management development programmes.
- New academic staff required to undertake PgCert Learning and Teaching in Higher Education.
- All academic staff encouraged to seek Higher Education Academy membership.
- Academic staff new to teaching required to undertake Initial Professional Development Programme (iPROF).
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.

20. Assessment Strategy

Level 4

The assessment approach for each of the level four units has been designed to enable students to practise and build confidence in their abilities, which will be required throughout the remainder of the programme, to acquire transferable and analytical skills and begin to develop an understanding of the fundamental concepts of the various disciplines with particular emphasis on how those skills relate to property development. A mix of different assessment styles are employed at Level 4. The nature of the discipline lends itself particularly to practical coursework and portfolio based assessment but essays and traditional written exams are also included.

Level 5

Essential problem-solving skills and technologies, introduced at Level 4, are developed and extended such as: construction technology, energy efficiency, sustainability, financial management, structural stability, property valuation. Practical assessment in core units is developed through the use of more complex problems than those at Level 4, supported by more sophisticated portfolios and a range of report and examination types. Optional units will enable students to be assessed in a variety of ways in areas that are of particular individual interest.

‘Sandwich’ Year

There are no formal assessments in the industrial placement year if students select this option. The placement will be identified as a unit on the students’ transcripts however placements carry no credit towards the degree.

Level 6

Students will be required to demonstrate higher level skills of analysis, synthesis, critical judgement and evaluation along with comprehensive knowledge and understanding of the relevant areas of property development in the assessment of Level 6 units. The Final Year Dissertation provides for a substantial individually researched, defined and constructed artefact to satisfy the learning outcomes of the programme in a way that demonstrates the student's work, approach and achievement with an accompanying report.

Optional units will enable students to develop and demonstrate their skills in aspects of the programme of particular individual interest.

21. Assessment Regulations

Standard university rules apply (see [Assessment and Regulations](#))

22. Role of Externals

Subject External Examiners who will:

- oversee unit assessment and usually attend Unit Assessment Boards;
- review unit assessment strategy;
- sample assessment artefacts;
- present report to Unit Assessment Boards.

Award External Examiners (usually also a Subject External Examiner) who will:

- oversee and attend Award/Progression Boards;
- scrutinise and endorse the outcomes of assessment;
- ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom.

23. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

The Royal Institution of Chartered Surveyors Partnership meetings, the most recent of which was in June 2016

B. Periodic Programme Review (or equivalent)

June 2015

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015](#)¹*).

D. Others

None.

24. Other Sources of Information

Other sources of information may be found in

- Course Approval Document.

¹ www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

- Student Handbook.
- University of Portsmouth Curricula Framework.
- University of Portsmouth Undergraduate Prospectus.
- Assessment Regulations.

University of Portsmouth (<http://www.port.ac.uk/>) and <http://www.port.ac.uk/departments/academic/CE&S/> websites.