

The Royal Agricultural University

Programme Specification:

FdSc Residential Estate Agency

Academic year 2023/24

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2023/24]

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Module descriptors.

Section 1 – Material Programme Information

Validating body	The Royal Agricultural University			
Teaching Institution	The Royal Agricultural University			
Subject Area	Land and Property Management			
Entry Award(s)	Not applicable			
Final Award and exit route(s)	FdSc Residential Estate Agency Certificate in Higher Education			
Programme title	FdSc Residential Estate Agency			
Location(s) of study	RAU Cultural Heritage Institute, Swindon			
Mode of study	Full time	2 years	Part-time	4 years (with blended learning)
Language of study	English			
Programme start month	September			
Period of validation	September 2024 - August 2029			
Name of Professional, Statutory or Regulatory Body	Not applicable			
Type of Accreditation	Not applicable			
Accreditation due for renewal	Not applicable			
Entry requirements (this should be the standard University entry requirements unless otherwise approved by the Academic Board, and include UCAS entry profile for UG programmes and IELTS)	<p>UCAS points: 56 A Level: CD (minimum one A2 Level pass) BTEC: MPP</p> <p>GCSE: Minimum five GCSEs including English and Mathematics (or Maths Numeracy for Welsh applicants) at Grade C / 4 or higher are required.</p> <p>IELTS: Minimum 6.0 overall with no element below 5.5</p>			
UCAS Code	N328			
Quercus code	EAPM			
HECoS Code	100218 – Real Estate (70%) 100825 – Property Valuation			
QAA Subject Benchmark Statement(s) and other reference points	<p>QAA Subject Benchmark Statements:</p> <ul style="list-style-type: none"> • Business and Management (November 2019) • Land, Construction, Real Estate and Surveying (October 2019) • QAA Foundation Degree Characteristics Statement (February 2020) 			
Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 5			
Approval at AQSC	February 2023			

Section 2 – Programme structure

The structure of all University awards complies with the University's [Academic Regulations for Taught Programmes](#) which includes information about the:

- Rules for progression between the stages of a programme;
- Consequences of failure for referrals, compensation and exist awards;
- Calculation and classification of awards.

FdSc Residential Estate Agency (240 credits, full-time)

The accumulation of credits to include 120 credits at Level 4 and 120 credits at Level 5, through the assessment of taught modules as detailed below.

Module code	Module title	Level	Credit value	Core/ Elective	Semester
Level 4					
1550	Valuation 1	4	15	Core	1
1551	Principles of Marketing	4	15	Core	1
1552	Developing Academic Skills	4	15	Core	1
1553	Property Markets Transactions and Analysis	4	15	Core	2
1554	Land and Property Economics	4	15	Core	2
1555	Law for Estate Agency	4	15	Core	1
1556	Business Informatics	4	15	Core	2
1557	People and Organisations	4	15	Core	2
Level 5					
2500	Professional Sales Practice	5	15	Core	1
2501	Financial Management	5	15	Core	2
2502	Valuation 2	5	15	Core	1&2
2503	Residential Property Management	5	15	Core	1
2504	Surveying, Inspection and Measurement	5	15	Core	1
2505	Work Based Learning Project	5	15	Core	1
2506	Property Agency and Marketing	5	15	Core	2
2507	Business Strategy	5	15	Core	2
	Total Credits: FdSc Residential Estate Agency		240		

FdSc Residential Estate Agency (Part-time)

Module code	Module title	Level	Credit value	Core/ Elective	Semester
Year 1 / Level 4					
1550	Valuation 1	4	15	Core	1
1552	Developing Academic Skills	4	15	Core	1
1554	Land and Property Economics	4	15	Core	2
1556	Business Informatics	4	15	Core	2
Year 2 / Level 4					
1551	Principles of Marketing	4	15	Core	1
1553	Property Markets Transactions and Analysis	4	15	Core	2

1555	Law for Estate Agency	4	15	Core	1
1557	People and Organisations	4	15	Core	2
Year 3 / Level 5					
2501	Financial Management	5	15	Core	2
2502	Valuation 2	5	15	Core	1&2
2504	Surveying, Inspection and Measurement	5	15	Core	1
2506	Property Agency and Marketing	5	15	Core	2
Year 4 / Level 5					
2500	Professional Sales Practice	5	15	Core	1
2503	Residential Property Management	5	15	Core	1
2505	Work Based Learning Project	5	15	Core	1
2507	Business Strategy	5	15	Core	2
	Total Credits: FdSc Residential Estate Agency		240		

Section 3 – Programme overview and Programme Aims

This programme provides the foundations required for a career in residential estate agency, providing excellent development in the skills and knowledge required for a successful career in this industry. The course is ideal for those currently in, or considering becoming an estate agent.

The role of an estate agent requires a diverse set of skills and attributes, from acting as a sales person to showing clients available properties, helping private buyers/investors buy and sell homes/investment properties, marketing properties for sale and assisting clients find that perfect home to rent or buy. Your role as a professional estate agent is to help buyers, sellers, tenants and landlords.

The programme will provide students with a broad and innovative introduction to key principles and practices in property services, which examine property valuation, property law, finance, sales and marketing, people management and business strategy to enable students to become familiar with the core issues concerning the residential property sales sector. Embedded into the programme through the teaching will be an introduction to the relevance of technology to residential estate agency. This will include reference to property portals, online agency, social media, client relationship management systems and software packages to help with compliance.

Supported by interactions with, and input from, industry professionals, the course content is tailored to develop your understanding of contemporary issues in practice.

This programme aims:

1. To offer students a new programme in residential estate agency studies that is attractive, stimulating and designed to meet their evolving needs and aspirations, academically and vocationally;
2. To ensure students have a clear understanding of ethics relating to the public interest, and also to contemporary professional and business standards relating to estate agency.

3. To assist students in the pursuit of excellence, equip them with a property services background and the analytical and conceptual skills, knowledge, commercial awareness and understanding of property services business administration and agency processes required to respond to, and address the problems of a complex, fast-changing sector; and
4. To help students develop transferable intellectual, vocational and interpersonal skills appropriate to such careers, including self-awareness and critical, but constructive attitudes towards sustainability, innovation and change.
5. To offer a stimulating programme that investigates the challenges for estate agents, taking into account market conditions and the technologies that exist to help estate agents offer an excellent and professional service and to serve their clients' best interests.

In 2019, a report was commissioned by the UK Government to consider the licensing of Estate Agents. If the recommendations emerging from the report are implemented, this course provide the students with a level Qualification, which is above the recommended minimum Level 4 requirement for "company directors and management agents".

Section 4 – Programme intended learning outcomes and learning, teaching and assessment methods

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Identify the legal and valuation principles and practices governing real estate and the property market.	1550, 1555, 2502
2.	Apply knowledge to critically evaluate the processes and functions as part of a property transaction.	1553, 2500, 2503
3.	Demonstrate knowledge and understanding of the key academic theoretical concepts and frameworks underpinning land and property economics.	1554
4.	Distinguish between personal attributes in the workplace such as resilience, open-mindedness, reflection, motivation, professional behaviours, and employability.	1557, 2505

Intellectual, Professional, Key skills

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Develop commercial acumen using the key drivers for business success, causes of failure and the importance of understanding external and internal factors that affect organisations in dynamic situations.	1556, 2501
2.	Encourage self-development into professionally organized and interactive individuals by practicing skills of selection, assimilation and communication.	1552, 1551, 2505

3.	Develop abilities to critically evaluate strategic issues through a range of learning experiences using suitable tools and models	1552, 1556, 2507
4.	Utilise a variety of media including information technology, to convey ideas and arguments effectively to a range of audiences, and demonstrate the ability to write, discuss and present arguments and ideas using appropriate academic conventions.	1551, 2500, 2506
5.	Synthesise appropriate solutions to complex and unpredictable business problems using quantitative and/or qualitative analysis.	1554, 2501,2506,
6.	Recognise patterns and opportunities in complex situations, evaluate issues and make decisions in situations of ambiguity	1551, 2506
7.	Apply individual professional skills, argument formation, communication, and articulation support an analytical understanding of property business concerns.	1557, 2500,2504
8.	Numeracy, including the processing and analysis of financial and other numerical data and the appreciation of statistical concepts at an appropriate level	1552,1554, 2501,
9.	Demonstrate a sustainable development perspective regarding the impact of real estate on businesses, societies and the environment	1554, 1557, 2504, 2507
Programme specific skills		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Develop a critical understanding of the role of the professional in the property sector	2500, 2504, 2501,
2.	Utilise different approaches to management and change	1557, 2505, 2507
3.	To understand the role of marketing and sales in developing new opportunities	1551, 2500, 2506
4.	Analyse the role of business strategy in maintaining competitive advantage in organisations and the contribution of new product/service development.	1551, 1557, 2501, 2507
5.	Demonstrate the ability to work effectively, both autonomously and as a member of a team, and accept responsibility for actions taken.	2500, 2505, 2506

Section 6 – Learning and Teaching Approach

The programme is normally of two years duration of full-time study (approximately 28 weeks per year). Study is undertaken at two levels on the Frameworks for Higher Education Qualifications (FHEQ); Level four and five (one for each year of study). Study is in modular units, each typically representing a value of 15 credits. (Each 15 credit unit represents approximately 150 hours of student learning and assessment up to a maximum of 40 hours of teaching).

Residential Estate Agency has become an increasingly complex area of business with modern and traditional approaches add to the competitive nature of the work.

The home remains the main asset for most private owners, who can afford them and the returns on capital remains the priority for investors.

This course therefore sets out to provide practitioners and those about to enter the world of residential property with foundation required to approach this significant area of the economy with a professional and ethical approach to their work.

The modules therefore are delivered both from a theoretical and practical viewpoint with critical analysis and reflection being a key part of the students learning experience.

The expectation is that the students immerse themselves in the subject and be willing to contribute and share their thoughts/ideas/experiences in the discussions held within the seminars.

The module teaching will therefore rely heavily on the students to do the relevant research during their studies in order to take full advantage of the material provided by the lecturers.

The staff will be a mixture of practitioners and academics to give that balance of delivery to meet these goals and provide students with the best foundation for practice. Guest lecturers and site visits will form part of the delivery to provide diversity to the teaching and contextualise the material provided.

The module teaching will therefore draw on real life examples as well as conceptual and critical thinking.

This experiential and situated learning will allow the students to immerse themselves in the subject. Experiential learning is an important component of our classroom-based teaching, with knowledge always consolidated through practical application of skills in order that students understand both the 'how to' and the 'whys' of residential estate agency work.

The goal is to enable students to apply what they have learned across a variety of different situations, and to inculcate flexibility and a growth mindset with regards to professional development.

Some of the modules are shared with the students on other degrees accredited to the Royal Institution of Chartered Surveyors adding to the professional approach that this programme adopts.

Teaching is very much inspired by the humanist approach. Care is taken to develop individual learning paths in collaboration with each student which best reflect their previous learning, skills gaps, and ambitions for the course and future careers.

Students are encouraged and supported to see their choice of further reading and assessment as developing the skills they have identified in conjunction with us.

This programme will be predominantly taught at the Royal Agricultural University's Cultural Heritage Institute (CHI) located in Swindon. It is expected there will be additional business visits, lectures, seminars and practicals which will be conducted at a variety of locations, some of these may, on occasions, be delivered at the Royal Agricultural University's Cirencester location.

Section 7 – Assessment Approach

Assessments are designed to appraise individual capabilities fairly and consistently. We use clear, descriptive assessment guidelines (made available to students) to grade coursework and examinations and to aid classification. Lecturers communicate their expectations clearly to students and use explicit schema to facilitate consistency of marking within and between modules and to ensure good feedback on individual performance. All examinations and coursework assessments that contribute to degree classifications are subject to scrutiny by moderators from within the university and the External Examiners.

From one study level to the next, assessments are increasingly designed to test analytical and other cognitive capabilities in relation to particular module aims and content. Coursework assignments such as individual essays, reports, case study analyses, individual and group-based reports and presentations and various technique-oriented assessments are used to test these skills.

At every Level we place high value on students being able to demonstrate effective communication in its various forms. This priority is reflected not only in how assignments are specified, but also in how they are marked - good command of written and spoken English is vital for work placements and for graduate employment. In order to encourage time management skills, students are set tasks to predetermined deadlines and are penalised for non-conformance.

Some modules have a teamwork requirement and in some there are group assignments, assessed via presentations and reports. All group assignments allow for an element of individual assessment, in order to recognise differences in individual performance where appropriate. Peer feedback can also play a significant part in team activities and is encouraged. The Work-based learning module is assessed through a graded portfolio report requiring a reflective, critical and conceptually grounded analysis of the placement context and experience.

When coursework is submitted for assessment, tutors award the work a percentage mark based on the University marking criteria. In addition to assigning a percentage mark to the work, the tutor adds comments; usually about the strengths and weaknesses of the piece as well as advice about improving the work.

All assessment decisions are subject to internal moderation and external scrutiny by the programme's External Examiners. Students must ensure they retain all coursework in case the External Examiner(s) wishes to see it.

The Work-based Learning Project

Work-based learning is a defining feature of the programme and in the second year (fourth year if studied part time) of the programme, students are required to undertake a work-based placement that will help them prepare for professional practice. For this module, a minimum of 150 hours of work-based learning are required within an appropriate professional setting. Students are responsible for sourcing a suitable placement. The RAU will offer assistance in cases where students struggle in securing a suitable placement. The University will undertake a placement provider and health & safety check to ensure a

provider meets University expectations. Students will be responsible for their own criminal records checks if required.

Work placement learning aspects of the programme are informed by [UK Quality Code, Advice and Guidance: Work-Based Learning \(Nov 2018\)](#). Work-based learning is a defining feature of the Foundation Degree ([QAA February 2020](#)).

Students are encouraged to source their own placement based upon existing experience or employment; practice areas of interest that may support future plans and study. Other factors students may wish to take into consideration is their location and travel arrangements.

Students should source this work placement at the beginning of their studies if studying full time and in their third year if studying part time. If students are already in work, this placement will need to be in addition to their place of employment in order to widen their scope and improve their critical thinking. This experience will also support students in putting theory into practice within a real-world setting in the property sector, the delivery of the taught element of the module includes: Preparation for WBL placement, recruitment, interview skills, personal preparation review, job profiles and expectations, University/employer expectations of placement students in a professional work environment.

Work-based learning is assessed through a graded piece of reflective writing providing a critical evaluation of the placement context, reflective practice, and skills development and enhancement.

Section 8 - Course work grading and Feedback

Assessment is an integral part of the learning experience of students. All University programmes are assessed by a range of assessment activities, each developed to provide the most appropriate means of demonstrating the student's achievement of a specified learning outcome. An assessment may assess more than one learning outcome.

The University operates standard pass criteria which can be found in the RAU Academic Regulations; (paragraphs 137 – 153).

The normal basis for awards will be the overall average score in the final assessment, graded as follows:

First Class Honours	70% and above
Second Class Honours upper division	60% - 69%
Second Class Honours lower division	50% - 59%
Third Class Honours	40% - 49%
Fail	0% - 39%

In addition to assigning a percentage mark to the work, the tutor adds comments; usually about the strengths and weaknesses of the piece as well as advice about improving the work. All assessment decisions are subject to internal moderation and external scrutiny by the programme's External Examiners. Students must ensure they retain all coursework in case the External Examiner(s) wishes to see it.

Section 9 – Employability

The Royal Agricultural University has a strong reputation for developing highly-skilled, sought-after, employable graduates from a diverse range of backgrounds. Whilst this is not a Royal Institution of Chartered Surveyors (RICS) accredited course, this course will provide the foundation for students to progress towards this professional qualification.

This curriculum has been designed to enhance employability at all levels of study. Employability is seen as an intrinsic aspect of all degree programmes in the University and development of essential graduate attributes is embedded in the keystone modules Developing Academic Skills and Professional Sales Practice.

The Estate Agent core modules (See Section 7) emphasise themes of: property valuation, property law, finance, sales and marketing, people management and business strategy. We pride ourselves on being able to help our students acquire the skills they need to foster their initiative and creativity as responsible global citizens. Our graduates have gone on to pursue careers within companies worldwide and within the following roles:

- Estate Agent
- Letting Agent
- Account Manager
- Sales Manager
- Property Project Manager
- Property Management

The University has links with a wide range of businesses, through our professional contacts, local Growth Hub, Chamber of Commerce, Enterprise partnership and 175 years of successful Alumni.

Section 10 – Enhancing the Quality of Learning and Teaching

The programme is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 6 years. This process ensures that the programme engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All programmes are monitored on an annual basis where consideration is given to:

- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representatives
- Annual Programme Monitoring