

The Royal Agricultural University

Programme Specification:

FdSc Residential Estate Agency

2024-25

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2024/25]

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)	FdSc Residential Estate Agency
Final Award and exit route(s)	FdSc Residential Estate Agency Certificate of Higher Education
Programme title	FdSc Residential Estate Agency
Location(s) of study	Royal Agricultural University, Swindon
Full time study	2 years
Part-time study	4 years
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	Programme accreditation
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 at Grade C/4 including English Language and Mathematics (or Maths Numeracy for Welsh applicants) plus satisfactory Level 3 qualifications:</p> <p>A-Level: (example grades CD) – minimum of 56 UCAS tariff points (applicants should have either two A-Levels or one A-Level and two AS Level subjects or equivalent qualifications).</p> <p>C&G Advanced Technical/BTEC - Level 3 Extended Diploma (1080) at Merit-Pass-Pass.</p> <p>International Baccalaureate: 24 points.</p> <p>Access to Higher Education: 45 credits at level 3 of which minimum of 15 must be awarded at Merit or higher. (Pass in Functional Skills level 2 are accepted in lieu of GCSE English & Mathematics).</p> <p>Other level 3 qualifications will be considered.</p>
UCAS Code	N328
Quercus Code	FREA
HECos Code	100218 – Real Estate (70%) 100825 – Property Valuation
QAA Subject Benchmark Statement(s) and other reference points	Business and Management (March 2023) Land, Construction, Real Estate and Surveying (April 2024)

	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
1555	Law for Estate Agency	4	15	Core	1
1558	Academic and Practical Skills	4	15	Core	1
1553	Property Markets Transactions and Analysis	4	15	Core	2
1554	Land and Property Economics	4	15	Core	2
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
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
2501	Financial Management	5	15	Core	2
2506	Property Agency and Marketing	5	15	Core	2
2507	Business Strategy	5	15	Core	2
	Total Credits: FdSc Residential Estate Agency		240		

Students studying the FdSc Residential Estate Agency part time over 4 years will study the following modules in each year of study:

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
1558	Academic and Practical 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
1555	Law for Estate Agency	4	15	Core	1
1553	Property Markets Transactions and Analysis	4	15	Core	2
1557	People and Organisations	4	15	Core	2
Year 3 / Level 5					
2504	Surveying, Inspection and Measurement	5	15	Core	1
2505	Work Based Learning Project	5	15	Core	1
2502	Valuation 2	5	15	Core	1&2
2501	Financial Management	5	15	Core	2
Year 4 / Level 5					
2500	Professional Sales Practice	5	15	Core	1
2503	Residential Property Management	5	15	Core	1
2507	Business Strategy	5	15	Core	2
2506	Property Agency and Marketing	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 Sustainability

The programme is aligned to the 17 Sustainable Development Goals as it has a strong emphasis on the development of sustainable agency knowledge, skills and capabilities appropriate to acting professionally in the field of residential estate agency. This will prepare students to address the challenges faced in estate agency.

Section 5 – Programme intended learning outcomes

Knowledge and Understanding		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s

Knowledge and Understanding		
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.		Module Code/s
1.	On successful completion of the named award, students will be able to: 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.		Module Code/s
1.	On successful completion of the named award, students will be able to: Develop a critical understanding of the role of the professional in the property sector	2500, 2504, 2501,

Knowledge and Understanding		
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 – Approach to Learning and Teaching delivery

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 – Approach to Assessment

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.

Overall, the programme is assessed through:

	Learning and Teaching			Assessment		
	Directed	Independent	Placement	Exam	Practical	Coursework
Year 1	25.00%	75.00%	0.00%	0.00%	10.00%	90.00%
Year 2	21.67%	70.00%	8.33%	0.00%	3.75%	96.25%

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).

Candidates for the award of a Foundation Degree who have achieved the required credits as specified above and whose average score in the final assessment is 40% or greater will be awarded a Foundation Degree. The final assessment will normally comprise the results of level 4 weighted at 30% plus the results of level 5 weighted at 70%. The normal basis for awards will be the overall average score in the final assessment, graded as follows:

Distinction	70% or above
Merit	60% - 69%
Pass	40% - 59%
Fail Below	40%

In addition to assigning a percentage mark to the work, tutors provide written feedback for all assessments which normally includes the strengths and weaknesses of the piece as well as advice about improving the work. Individual feedback is provided within 20-working days of the deadline for submission. 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 – Work-based Learning Project

The aim of the Work-based Learning Project module is to provide opportunities for students to integrate their work-based experience with their academic studies. For the learning experience students undertake a period of work (100 hours) alongside an industry mentor at a named workplace. At the start of Semester 1 of year 2 (year 3 if part-time), the aims, objectives, principles and expectations of the work-based learning project will be developed. Once complete, the module leader will organise a series of one-to-one meetings with students in order to specify a programme of study appropriate to the needs of the individual. This experience will also support students in putting theory into practice within a real work setting in the business sector, the delivery of the taught element of the module include:

- Preparation for the work-based placement,
- Recruitment
- Interview skills
- Personal preparation review
- Job profiles and expectations
- University/employer expectations of placement students in a professional work environment.

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 their 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 placement of employment in order to widen their scope and improve their critical thinking.

The module leader will offer to help those students who have difficulty in securing the placement. The programme of work for each placement will be agreed jointly by the module leader and the external host prior to commencement of the placement. Self-motivated learning will be encouraged throughout the project. The student and all staff involved in supervision will be made aware of the remit of the learning project and expectations of the student by provision of a detailed module handbook.

Work-based learning is assessed through a graded piece of reflective writing providing a critical evaluation of the placement contact, reflective practice, and skills development and enhancement. Students are required to demonstrate those employability skills within the RAU Graduate Framework. For example, Professional Approach; Innovative Business Thinker; Sustainable and Environmental Mindset and Technically Skilled.

Section 10 - Progression

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 11 – Student support, wellbeing and counselling

The [University](#) is offering a wide range of support to all RAU students including practical advice & guidance as well as emotional support.

Disability & neurodiversity support

We support students with a range of disabilities, learning difficulties, and other health and mental health conditions, helping them to access funding via the [Disabled Students Allowance](#).

When you tell us about a disability, you will be offered support based on your specific needs which can include:

- **Alternative exam arrangements** such as extra time, rest breaks, or a smaller room.
- **Access to support workers** such as study skills tutors, specialist mentors, readers and scribes.

Mental health Support

We are also here to support students with the ups and downs of university life, offering drop-in sessions, providing expert advice and support for students in crisis or with more complex needs, and together the team runs events and campaigns throughout the year to encourage positive wellbeing.

We also can help students to access external counselling sessions and these are generally delivered in collaboration with our long-term partners at Cotswold Counselling.

Academic Support Tutor Programme

Students have access to the Academic Support Tutor (AST) programme which provides high quality academic support for students. ASTs provide timetabled group tutorials, and individual support for students most at risk. Group tutorials focus on providing high quality academic support at the appropriate academic level; advice and guidance in relation to the course; and advice about making study choices on the course (commensurate with the supporting AST Handbook). Individual support focuses on student continuation (commensurate with The Team around the RAU Student spheres of integration student retention model) and may be in person or online.

Section 12 – 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 Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Delegates from programme committees
- Feedback from Student-Staff Liaison committees
- Annual Programme Monitoring