

The Royal Agricultural University

Programme Specification:

BSc (Hons) Real Estate

2025-26

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2025/26]

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 they take 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

Criteria	Details
Validating body	The Royal Agricultural University
Teaching Institution	Shandong Agricultural University (SDAU) and the RAU
Subject Area	Real Estate and Land Management
Entry Award(s)	
Final Award and exit route(s)	BSc (Hons) Real Estate Diploma of Higher Education Real Estate Certificate of Higher Education Real Estate
Programme title	BSc (Hons) Real Estate
Location(s) of study	SDAU, China
Delivery type	In person
Full time study	3 years
Part-time study	
Language of study	English
Programme start month	September
Period of validation	2022 to 2028
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)	Successful completion of the 1st year of the SDAU programme English language at or above equivalent IELTS score of 6.0
UCAS Code	
Quercus Code	SDAURE
HECos Code	
QAA Subject Benchmark Statement(s) and other reference points	QAA Subject Benchmark: Land, Construction, Real Estate and Surveying (2019) RICS (Aug 2018) Requirements and Competencies Guide RICS (Aug 2015) Assessment of Professional Competence, Commercial Property RICS (Aug 2018) Pathway Guide-Residential RICS (Feb 2017) Pathway Guide-Real Estate Agency RICS The Global Professional and Ethical Standards RICS (2019) Global Accreditation-Policy and Process QAA Subject Benchmark Statements
Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 6
Approval at AQSC	13 July 2022

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.

BSc (Hons) Real Estate (360 credits)

SDAU delivered modules on the RAU BSc (Hons) Real Estate programme are detailed in red; RAU delivered modules are detailed in black

Level 4

Module code	Module title	Level	Credit value	Core/ Elective	Semester
S1000	Business Finance	4	15	Core	1
S1001	Land Resource Science	4	15	Core	1
S1002	Cadastral Survey	4	15	Core	2
S1003	Valuation 1	4	15	Core	1
S1004	Land Management Science	4	15	Core	2
S1005	Surveying and Mapping	4	15	Core	1
S1006	Land and Property Economics	4	15	Core	2
S1007	Property Markets, Transactions and Analysis	4	15	Core	2

Level 5

Module code	Module title	Level	Credit value	Core/ Elective	Semester
S2000	Land Resource Survey and Evaluation	5	15	Core	1
S2001	Chinese and Foreign Land Law Science	5	15	Core	2
S2002	Planning Law and Practice	5	15	Core	2
S2003	Valuation 2	5	15	Core	1
S2004	Business and Property Finance and Taxation	5	15	Core	2
S2005	Personal and Professional Development Skills and Employability	5	15	Core	1
S2006	Property Management	5	15	Core	1
S2007	Property Agency and Marketing	5	15	Core	2

Level 6

Module code	Module title	Level	Credit value	Core/ Elective	Semester
S3000	Dissertation	6	30	Core	1+2
S3001	Contemporary Issues in Property and Society	6	15	Core	1

S3002	Practice Management	6	15	Core	2
S3003	Statutory Valuations	6	15	Core	2
S3004	Integrating Project	6	15	Core	1
S3005	Commercial Property Management	6	15	Core	1
S3006	Development and Development Appraisal	6	15	Core	2

Section 3 – Programme overview and Programme aims

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Section 4 – Programme Sustainability

This is an international programme that provides students with an understanding of the theory, methods, practice and regulation of residential and commercial Real Estate markets, property agency, property law, marketing and the sustainable management of rural and urban property, with an emphasis on the context of China and the UK.

Aims

- To prepare graduates so that in due course they will develop commercial awareness, and be able to make a valuable and significant contribution to the practice and governance of the property professions, and to related careers in business, administration and management.
- To ensure that students have a clear understanding of ethics relating to the public interest, and also to contemporary professional and business standards relating to property / real estate.
- To enable students to manage personal and corporate activities and resources effectively and efficiently.
- Within the context of general/mixed real estate practice embracing rural and non-rural property, provide opportunities for students to explore a wide range of disciplines and subjects in the earlier stages of the programme, to allow them to develop an area of personal interest through the completion of a dissertation.
- To assist students in the pursuit of excellence in the development of intellectual, practical, vocational, managerial and communication skills.
- To provide an academic foundation suitable for progression to postgraduate studies.
- To instil habits of original and innovative thought.
- To enable students to assess the ethical, equality and inclusion consequences of human activities to optimise community and environmental sustainability.

Section 5 – Programme intended learning outcomes and learning, teaching and assessment methods

The programme learning outcomes for the BSc (Hons) Real Estate have been drafted with reference to the following documents:

RICS (Aug 2018) Requirements and Competencies Guide

RICS (Aug 2015) Assessment of Professional Competence, Commercial Property

RICS (Aug 2018) Pathway Guide-Residential

RICS (Feb 2017) Pathway Guide-Real Estate Agency

RICS The Global Professional and Ethical Standards

RICS (2019) Global Accreditation-Policy and Process.

QAA Subject Benchmark: Land, Construction, Real Estate and Surveying (2019)

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
A1.	Demonstrate Knowledge and Understanding of the legal, economic, financial, governmental, business, management, technological, sustainable and environmental principles and practices governing international real estate and the property market, with an emphasis on China.	See appendix
A2.	Demonstrate Knowledge and Understanding of discipline specific principles relating to the work of the real estate professional, but also the development of integrated, multi-disciplinary and interdisciplinary, and inter-professional approaches.	See appendix
A3.	Demonstrate Knowledge and Understanding of the roles performed by real estate professionals and other professional advisors in the property industry.	See appendix
A4.	Demonstrate Knowledge and Understanding of qualitative and quantitative approaches to information, including research methodologies and their application in practice.	See appendix
A5.	Demonstrate Knowledge and Understanding of integration of theory, experiment, investigation and fieldwork, and the development of principles into practice.	See appendix
A6.	Demonstrate Knowledge and Understanding of the importance of entrepreneurship and innovation including the role of intellectual property within the innovation process.	See appendix
A7.	Demonstrate Knowledge and Understanding of the impact real estate has on both the environment and social structures (including health and well-being), and the need for environmental sustainability.	See appendix

Intellectual, Professional, Key skills

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
B1.	Apply the methods and skills needed for academic study and enquiry.	See appendix
B2.	Critically assemble, evaluate, analyse and research a variety of types of information and evidence, and develop balanced arguments demonstrating critical thinking and synthesis.	See appendix
B3.	Synthesise and summarise information from a variety of sources in order to gain a coherent understanding of theory and practice.	See appendix
B4.	Plan and design an investigation, survey or other means to test an hypothesis or proposition.	See appendix
B5.	Develop and utilise problem-solving skills, and in particular, apply knowledge and understanding to address multi-disciplinary problems within a local and global context.	See appendix
B6.	Understand the importance of academic and professional integrity.	See appendix
D1.	Demonstrate analytical skills	See appendix
D2.	Demonstrate skills of creativity, reasoning, argument and self-reflection	See appendix
D3.	Demonstrate problem solving skills and commercial / business awareness	See appendix
D4.	Demonstrate communication and literacy skills: be able to communicate accurately, clearly, concisely, and confidently to a variety of audiences using appropriate scientific and/or professional discipline specific language	See appendix
D5.	Demonstrate numeracy skills; solving numerical problems using first principles, computer based and other techniques	See appendix
D6.	Demonstrate self-management; independent study skills, but also being able to work as part of a team (see below)	See appendix
D7.	Demonstrate skills in investigation and research	See appendix
D8.	Demonstrate team working and negotiation skills, including organising and participating in teamwork and demonstrating a positive attitude	See appendix
D9.	Demonstrate digital literacy and information technology skills; competence in the use of the internet in a way that recognises its scope and limitations as a means of communication and source of information; use of electronic information handling and data processing and analysis software using digital info systems; use of IT platforms and social media to communicate information to a range of audiences; use and interpret digital data and information to inform decision making; demonstrate an awareness of legal, effective and safe use of digital and social media	See appendix
E1.	Demonstrate innovation (showing a curiosity, imagination, together with a thirst for new knowledge).	See appendix

E2.	Demonstrate resilience (being able to work through a problem and provide a solution, adapting to address and solve problems along the learning journey, showing self-motivation, and an ability to bounce back from adversity and embrace challenges).	See appendix
E3.	Demonstrate global and environmental awareness.	See appendix
E4.	Demonstrate collaboration; showing an ability to work in groups or teams; a skill needed in the workplace.	See appendix

Programme specific skills

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
C1.	Offer advice, make decisions and implement them in relation to the purchase, sale, letting, management, investment, planning and development of property at strategic, operational and tactical levels, and in doing so, be able to appraise and value property for operational, investment, development and statutory purposes	See appendix
C2.	Analyse and interpret the property market and its services at local, regional, national and international levels, and be able to understand the physical, legal, business and socio-economic context in which the land and property market exists	See appendix
C3.	Understand the principles of building design and construction, and be able to survey and report on financial, constructional, natural, sustainable and aesthetic aspects of sites and buildings within the context of the wider built and natural environment	See appendix
C4.	Understand the needs, perspectives and character of individuals and organisations that currently use or occupy land and property, and be able to assist in identifying and articulating their future land and property requirements within a sustainable context	See appendix
C5.	Devise, plan and undertake field or other investigations in a responsible sensitive and safe manner, paying due diligence to risk assessment, ethical and data protection issues, rights of access, and relevant health and safety issues.	See appendix
C6.	Appreciate the need for professional codes of conduct where applicable, and behave in an ethical and responsible manner to ensure the rights of others and the wider environment are respected and protected	See appendix
C7.	Demonstrate the competence, behaviour and attitude required in academic and professional working life, including initiative, reflection, leadership, resilience and team skills.	See appendix

Section 6 – Approach to Learning and Teaching delivery

The programme is designed to provide students with a range of delivery methods and styles, including distance delivery, in accordance with the RAU Pedagogic Framework v2 2019.

The learning and teaching strategy involves the following aspects:

Each module is delivered over 7 teaching weeks. Each week will have one or two teaching blocks and each teaching block has four sessions, which includes Preparation, Pre-recorded videos, a task, and an online live interactive seminar.

The International VLE is used to support teaching sessions through the provision of slides, handouts and links to other web resources. The online learning platform is where students will find the teaching resources for each module on the programme, including each module's curriculum, learning outcomes, assessment methods and resource lists. The library portal gives access to relevant reading material.

Learning is guided by explicit learning outcomes within the various modules of the programme. Student workloads are challenging and students engage in a range of learning activities from lectures to independent study. Students are encouraged to actively engage in and take responsibility for their own learning.

Knowledge and understanding outcomes are achieved mainly through online material followed by interactive seminars/practical classes. Students are given directed learning tasks, and are encouraged to increase the depth of their knowledge and understanding through private study and the completion of assignments and project work.

Learning content becomes progressively more comprehensive and rigorous as students move from level 4 to level 5 to level 6. Information searching and analysis skills are introduced at level 4, extended and practiced at level 5 and analysed and applied at level 6.

Intellectual skills are enhanced by a variety of means including directed learning, problem based and experiential learning situations and case studies.

Students are required to spend sufficient learning in their own time after class to achieve credits. Activities, such as reading around the subject, preparing for seminars, preparing for, and completing, module assessments and revision for, and sitting examinations, will take place outside of these scheduled activities, but are an essential part of the learning journey. Students have to complete assignments and achieve a module pass to achieve the corresponding credits of a module.

Students attempting to shortcut their learning activities may find themselves experiencing difficulties as each module progresses, and as the level of assumed understanding increases. Therefore, it is vitally important that students establish an effective routine for their studies as soon as possible. Maintaining a balanced workload from the start of the programme will help to avoid intense periods of activity, and ensure knowledge and understanding gradually develop throughout the year in readiness for any end of module examinations and/or coursework.

Section 7 – Approach to Assessment

Assessments are an integral part of the learning experience for students. They have been developed to provide the most appropriate means of demonstrating the student's achievement of specified learning outcomes. The assessment criteria are designed to be clear and explicit for both students and staff.

The modules apply a range of assessment methods, which are consistent with their intended learning and incorporate RICS competency-based requirements for Real Estate professionals.

There are wide range of different assessment types used, in accordance with the RAU Pedagogic Framework v2 2019, which range from formal coursework assignments to unseen written exams. Some assessments are formative (designed to help students to develop knowledge and understanding of specific disciplines) and other are summative (which contribute towards the marks for a module and ultimately the final award).

Students may be required to negotiate a deal in the negotiation exercise within the module Property Markets, Transactions and Analysis (S1322). This will help students to develop their confidence in carrying out negotiations in a real estate work-place. In Property Management, Valuation 1 and Property Agency & Marketing, students might be required to do a number of in-class mini-tests based on the previous week's teaching. Feedback is instant on these tests. In some modules they will be required to do multiple choice exams, or a part-multiple choice exam combined with a few short answer questions. In other modules students might be required to produce a PowerPoint presentation with voice-overs, or required to upload a recording or video as an assessment submission. This is designed to help develop competency in using visual aids in making presentations, increasingly required in the work-place

Overall, the programme is assessed through*:

	Learning and Teaching			Assessment		
	Directed	Independent	Placement	Exam	Coursework	Practical
Year 1	27.83%	72.17%	0.00%	18.75%	75.00%	6.25%
Year 2	28.67%	71.33%	0.00%	16.25%	83.75%	0.00%
Year 3	29.60%	70.40%	0.00%	13.33%	86.67%	0.00%

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 116-124).

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 - Progression

Real Estate businesses need innovative graduates who are technically competent and able to manage key aspects of this complex and dynamic sector. As such, there are significant career opportunities for graduates from this programme.

Graduates from the Real Estate programme will have the necessary practical knowledge and skills in residential and commercial Real Estate markets, property agency, property law, marketing and the sustainable management of rural and urban property and English language to work anywhere within the property sector, including internationally. After graduation, students will have the skills and knowledge to opt for careers across the property professions.

Students will also be equipped with the skills to provide a more competitive edge should they wish to pursue further study towards their Master degree or PhD in universities or institutes at home and abroad.

Section 10 – 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. ATS 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 focus 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 11 – 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