

Programme Specification

MSc Rural Estate Management

1) Programme Information

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| Quercus code | <i>P1F, P1P</i> |
| Academic Year | 2021/2022 |
| Valid entry routes | MSc Rural Estate Management MSc Rural Estate Management |
| Additional exit routes | PG Diploma in Rural Estate Management PG Certificate in Rural Estate Management |
| Location(s) of Study | Royal Agricultural University |
| School | Real Estate & Land Management |
| Programme Manager | David Lewis |
| Awarding Body | Royal Agricultural University |
| Teaching Institution | Royal Agricultural University |
| Academic level on Framework for Higher Education Qualifications (FHEQ) | Level 7 |
| Admissions Body | Royal Agricultural University |
| UCAS code(s) | n/a |
| Entry Criteria (include IELTS if relevant) | <p>A minimum 2.1 honours degree from a UK university, or an equivalent academic qualification from a comparable international institution.</p> <p>Students whose first language is not English must achieve a minimum IELTS score of 6.5.</p> <p>Applicants without a first degree, or with a first degree at a lower than 2.1 classification, may be considered if they hold relevant experience in a related field (such as farming, property or countryside management).</p> |

| | |
|---|--|
| Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FD qualification benchmark | <ul style="list-style-type: none"> • QAA UK Quality Code for Higher Education: Part A: Setting & Maintaining Academic Standards: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (October 2014) • QAA Characteristics Statement Master's Degree (February 2020) • QAA Subject Benchmark Statement: Land, Construction, Real Estate & Surveying (October 2019). n.b. whilst this Statement refers only to bachelor's degrees, there is no equivalent for master's degrees in this subject discipline and therefore this document has been referred as and where it is relevant to the subject matter of this Programme. • Royal Institution of Chartered Surveyors: Requirements and Competencies Guide (August 2018) • Royal Institution of Chartered Surveyors: Rural Pathway Guide (August 2018) • Royal Institution of Chartered Surveyors: Land and Resources Pathway Guide (August 2018) • Royal Agricultural University Pedagogic Framework |
| Details of accreditation by a Professional, Statutory and Regulatory Body (PSRB) | Royal Institution of Chartered Surveyors (RICS) At the time of validation, the current approval period is 2014-2021. |
| Mode of delivery | Full-time, part-time |
| Language of study | English |
| Programme Start Month(s) | September / October |
| Academic Board approval date | 30 July 2021 |
| Valid from | September 2021 – August 2028 |

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| | |
|-----------------|-------------|
| Valid to | August 2028 |
| Version | V.1 |

2) What are the aims and objectives of the programme?

Introduction

This programme is aimed at those people who want to qualify as a Chartered Surveyor specialising in the management of rural land and property. As well as agricultural land and woodland, farms and rural estates will often include other types of property; for example, residential dwellings and non-agricultural buildings let to other businesses in addition to, perhaps, areas of woodland, water or wilderness.

They often, therefore, support a diverse range of rural businesses and enterprises including farming, food production, tourism and energy generation. In addition the way in which rural land and property is managed also plays a vital role in the health of the natural environment in rural areas, and also in the life of the communities within it. Land and rural property managers are therefore required to provide a wide range of advice to not only estate owners, but also farmers, tenants and rural business owners. This diversity is reflected in the programme and makes for a varied and interesting study experience as well as subsequent career.

This programme covers a diverse range of subject areas including rural property law, farm and rural estate business management, and the management of the natural environment. Furthermore, this course, has been developed in partnership with the Royal Institution of Chartered Surveyors (RICS) and most of the graduates from it will go on to complete the RICS 'Assessment of Professional Competence' to qualify as a Chartered Surveyor.

The MSc Programme is taught in Cirencester and can be studied full-time or part-time. If studied full-time, the programme is studied over 12 months, from September to September, with the dissertation handed in at the end of the 12 months. If studied part-time, it is typically completed in 24 months, but there is the option to study it over 4 years.

Distinctive features of the MSc in Rural Estate Management

Professional accreditation

This Programme is one of a suite of programmes provided by the RAU that are within a partnership agreement with the RICS, which recognises the University as one of the accredited providers of surveying education in the UK.

Consequently, the programme has been designed to follow the RICS Requirements and Competencies Guide linked to the RICS Pathway Guides for both "Rural and Land and Resources". As graduates of the programme, students will then be able to register for the Assessment of Professional Competence (APC), which culminates in the award of MRICS, following a minimum of two years of relevant professional experience. In addition, the Programme is also recognised and supported by the Central Association of Agricultural Valuers (CAAV) and many of the graduates from this Programme also become qualified members of the CAAV.

Employment Record and Links with Industry

The programme has a very good employment record with many students taking up APC graduate positions on completion of this programme. The programme benefits from close collaboration between the University, the programme team and firms of rural surveyors who sponsor prizes, provide case study sites and contribute to the teaching.

There is a commitment to forming close and supportive staff/student relationships at all levels of the Programme, including supporting students in deciding on the type of work that they would most enjoy in their future career and assisting them in preparing for the world of work.

Teaching, learning and development of skills

This MSc Programme uses a wide range of teaching and learning methods to enable students to apply theory, professional knowledge and appropriate skills and techniques. Assessments are diverse and blend theory with practice.

In particular, the MSc Programme develops:

- the professional knowledge needed for employment in rural land management including for those graduates who want to train and qualify as a member of the Royal Institution of Chartered Surveyors (RICS);
- industry-focused technical skills to operate in the land and rural property sector;
- critical thinking and research capabilities to challenge assumptions and undertake systematic and impartial investigations;
- personal and inter-personal transferrable skills such as the ability to work independently taking into account ethical considerations and the need for personal responsibility.

Programme aims

The Programme aims to:

- provide graduates with a significant understanding of the nature, theory and practice of rural land and property management;
- prepare graduates for a career in rural land and property management and to meet the professional requirements of the RICS;
- ensure graduates have a clear understanding of the application of professional and business ethics to land and property;
- provide graduates with opportunities to develop their academic knowledge and practical professional competence associated with the subjects within the MSc programme;
- develop graduates' intellectual, professional, business and interpersonal skills;
- encourage originality and creative thinking.

3) What opportunities are graduates likely to have on completing the programme?

Graduates of the Programme are equipped to undertake the wide range of work that characterises the rural land management profession.

The University has an excellent employment record supported by its enviable contacts with the land and rural property management profession. In recent years the vast majority of those seeking graduate employment in the profession have been successful. Students will have the opportunity to attend regular employer

presentations and careers events at University during their period of study. Graduates from the Programme secure a diverse range of employment roles in the land and rural property sector, such as with national, regional and local firms of chartered surveyors, auctioneering firms, private estates and other large landowners such as the National Trust most of which are suitable for registration for the APC.

If graduates from the Programme choose not to follow a career in land and rural property management, they have many other career options open to them, for example, in real estate or the agri-business sector, as well as the normal graduate opportunities in industry and business; options which are again supported by the University's excellent networks in related employment fields.

4) What should students expect to achieve in completing the programme?

Programme Intended Learning Outcomes

Graduates from the Programme should be able to demonstrate that they can:

A. Knowledge and understanding

A1 Articulate critical awareness of the range of factors influencing land and rural property, including the purchase, sale, letting, management, investment, planning and development of rural property;

A2 Demonstrate knowledge and understanding of industry professional standards, responsibilities and ethics and their impact on professional practice;

A3 Apply knowledge of property and land management institutional frameworks, mechanisms and constraints;

A4 Demonstrate knowledge and understanding of the needs and perspectives of individuals and organisations that currently occupy rural land and property and be able to assist in identifying and articulating future requirements;

A5 Articulate critical awareness of the key concepts, principles and practice influencing activities in land and rural property management.

B. Intellectual, Professional, Key skills

B1 Critically evaluate data, analysis or research;

B2 Design research, collect data and apply appropriate techniques in the context of land and rural property management;

B3 Evaluate and synthesize multidisciplinary considerations to make sound judgements or solve new or unfamiliar problems in diverse and evolving contexts;

B4 Effectively use electronic information handling and data processing and analysis software and applications to inform decision making.

C. RAU Graduate Skills

C1 Reason critically to evaluate and synthesise relevant, reliable and timely data;

C2 Communicate effectively and consider, appreciate, evaluate and respect the views of others;

C3 Demonstrate initiative and the ability to work effectively both individually and as part of a team;

C4 Reflect on learning to continuously develop new skills;

C5 Recognise the importance of acting with regard to equality and inclusion, ethics, integrity, trust and professional standards.

D. Programme Specific Skills

D1 Offer advice in relation to the purchase, sale, letting, management, investment, planning and development of rural property at strategic, operational and tactical levels, and in doing so, be able to visually and critically appraise and value rural property for operational, investment, development and statutory purposes;

D2 Interpret and analyse complex and dynamic rural property markets and be able to understand the physical, legal, business and socio-economic context in which the rural property markets exist;

D3 Be able to visually survey, analyse and report on the constructional, natural and aesthetic, and financial aspects of land and buildings;

D4 Articulate and interpret the implications of sustainability for the rural land management sector, including in relation to agriculture, forestry, planning and the development of rural property;

D5 Apply problem solving and decision making techniques, including establishing criteria, identifying, formulating and solving land and rural property problems, identifying and evaluating options and implementing and judging the effectiveness of solutions;

D6 Interpret and analyse financial and other management information and use it in decision making.

5) How is the Teaching and Learning delivered in this Programme?

The Programme can be completed within a one year duration of full-time taught study. The Programme can also be completed on a part-time basis over two or more years, by gaining credits for the modules taken and achieved year-by-year. The time limits appropriate to part-time study are indicated in the [University Academic Regulations](#) available from the RAU website. Study is undertaken at level seven of the FHEQ.

Study is in modular units, each typically representing a value of 15 credits. The Programme consists of 180 credits:

- 120 credits of **8 core** 15 credit modules (8 x 15 credits each) and a 60 credit Dissertation (1 x 60 credits)

Each 15 credit unit represents approximately 150 hours of student learning, endeavour and assessment and includes up to a maximum of 48 hours of teaching.

Module Route for Part-time MSc Rural Estate Management Students

Students studying the MSc Rural Estate Management on a part-time basis are required to follow a specified module route. Most students studying the MSc Rural Estate Management on a part-time basis do so over a two year period and therefore the table below sets out the route for part-time students studying over this period.

It may also be possible (subject to the RAU's Academic Regulations for Taught Programmes) to study the programme part-time over a longer period than two years. Students wishing to do so are advised to speak to the programme manager before applying for the programme and will be required to follow a module route agreed with the programme manager.

Table Showing Module Route For Students Studying the MSc Rural Estate Management Programme On A Part-Time Basis Over Two Years

| | | |
|---------------|-------------------|--|
| Year 1 | Semester 1 | <i>Agriculture</i> |
| | | <i>Rural Property Law</i> |
| | Semester 2 | <i>Farm Business and Enterprise Management</i> |
| | | <i>Rural Planning and Buildings</i> |
| Year 2 | Semester 1 | <i>Rural Land and Property In Society</i> |
| | | <i>Management of Woodlands and the Natural Environment</i> |
| | | <i>Land and Estate Management Strategy and Practice*</i> |

| | | |
|--|-----------------------|--|
| | <i>Semester 2</i> | <i>Rural Valuation Practice</i> |
| | | <i>Land and Estate Management Strategy and Practice*</i> |
| | <i>+ Dissertation</i> | |

** The 'Land and Estate Management Strategy and Practice' is a 'long and thin' module which is delivered across both semesters.*

6) What is the Programme Assessment Strategy?

The 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 marking schemes 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 the External Examiners.

Assessments are designed to test analytical and other cognitive capabilities in relation to particular module aims and content. Coursework assignments such as individual essays, reports, a literature review, case study analyses, individual and group-based reports and presentations are used to test a wide range of skills.

For those students who elect to undertake the Dissertation, students are required to conceive, justify, design in detail and execute a substantial piece of academic research. For the most able postgraduate students, the Dissertation can generate work of a standard appropriate for submission to practitioner and academic journals in business and management.

In every module 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.

Regulations

All assessment decisions are governed by the University's Regulations. Students who wish to see the full regulations may ask the Programme Manager, and they are also available on the [University website](#).

Diversity

This Programme is inclusive with particular regard to teaching, learning and assessment, in accordance with Part 10: Inclusive Practice of the University's

Teaching Quality Handbook and the [Equality Act 2010](#). Students are encouraged to disclose any impairment to the Disability Officer so that the appropriate support can be provided. Students have the right to request that the nature of their impairment be treated as confidential.

RICS Accreditation

This MSc programme is also accredited by the RICS, a requirement for all those aiming to become Chartered Surveyors. Without an accredited degree, or significant employment-based experience, a would-be surveyor cannot register for and undertake the RICS Assessment of Professional Competence (APC), the successful completion of which confers Member status upon the candidate and the right to use the letters MRICS after one's name. This Assessment requires the keeping of a diary of professional experience, the adoption of professional reflective practice and the ability to demonstrate technical knowledge, understanding and skill (i.e. the ability to advise on complex issues). There are various subject routes to qualification and the RICS publish 'Pathways' with detailed descriptions of the Mandatory, Core and Optional "Competencies" a Chartered Surveyor must demonstrate for qualification. The programme syllabus, module content and means of assessment reflect these competencies whilst not losing sight of the need for academic rigour, a good research capability and a willingness to challenge current and emerging theory.

This Programme has been mapped to the RICS competencies for the Rural, and Land and Resources, pathways. The relevant maps are shown in **Appendix 1**.

7) What do students need to achieve in order to graduate?

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the Programme, as laid out in Section 6. Programmes are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded **the qualifications MSc Rural Estate Management**. The accumulation of 180 credits at level 7 (of which 60 must be achieved from a Masters dissertation or the Applied Project), through the assessment of programme elements as detailed below:

| Description | Module Number | Credits |
|---|----------------------|----------------|
| CORE MODULES: | | |
| Agriculture | 4002 | 15 |
| Farm Business and Enterprise Management | 4015 | 15 |
| Rural Planning and Buildings | 4016 | 15 |

| | | |
|---|------|------------|
| Rural Property Law | 4019 | 15 |
| Management of Woodlands and the Natural Environment | 4747 | 15 |
| Rural Land and Property in Society | 4748 | 15 |
| Rural Valuation Practice | 4749 | 15 |
| Land and Estate Management Strategy and Professional Practice | 4750 | 15 |
| Dissertation | 4007 | 60 |
| TOTAL: | | 180 |

If a student does not meet the required standards for the award, the examiners for the Programme may decide to offer a lower award associated with the Programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

Pass Criteria

The University operates standard pass criteria which can be found in the RAU Academic Regulations for Taught Programmes.

Programme Intended Learning Outcomes (ILO) Chart

MSc Rural Estate Management

| | Modules | | | | | | | | |
|----------------------------|-------------|---|---------------------------------------|---|----------------------------------|----------------------------|--------------------|--------------------------|--------------|
| | Agriculture | Management of Woodlands & the Natural Environment | Farm Business & Enterprise Management | Land & Estate Management Strategy & Professional Practice | Rural Land & Property In Society | Rural Planning & Buildings | Rural Property Law | Rural Valuation Practice | Dissertation |
| Intended Learning Outcomes | | | | | | | | | |
| A1 | | | | X | | | | X | |
| A2 | | | | X | | | | X | |
| A3 | | | | X | X | | X | X | |
| A4 | X | X | X | X | X | X | | X | |
| A5 | | | X | X | X | X | | | |
| B1 | | | | X | | | | X | X |
| B2 | | | | | | | | | X |
| B3 | X | X | X | X | X | X | | X | X |
| B4 | | | | | X | | X | | X |
| C1 | | | | X | X | | | X | X |
| C2 | X | X | X | X | X | X | X | X | X |
| C3 | X | X | X | X | X | | X | X | |
| C4 | X | X | X | X | X | | X | | X |
| C5 | X | X | X | X | X | X | X | X | X |
| D1 | | | | X | | X | | X | |
| D2 | | | | X | X | | | X | |
| D3 | X | X | X | X | X | X | | X | |
| D4 | X | X | X | X | X | X | | X | |
| D5 | X | X | X | X | X | X | X | X | X |
| D6 | | | X | X | | | | X | |

8) Work-based Learning

Whilst students on the Programme will not undertake any formal work-based learning as part of the course students are encouraged to obtain work experience prior to starting the Programme as a means of furthering their understanding of the industry, expanding their network of contacts and enhancing their own CVs.

The majority of assessments require students to apply their knowledge, understanding and skill to true-to life scenarios in order to determine how they would advise a client. Thus, although not primarily work-based, the course does provide a more vocational experience without losing touch with the need for academic rigour through conceptualization and the use of research and academic referencing.

9) How will the University assure the quality of the provision?

New programme proposals are reviewed by a Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, and at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who acts as advisor to the Panel. Proposals are reviewed in line with the QAA's Quality Code. All programmes are ultimately approved by Academic Board for a period of up to 6 years.

Programme changes within a validation period are approved by the Academic Quality and Standards Committee (AQSC) on behalf of Academic Board. No more than 1/3 of a Programme's core modules may be changed within the validation period before early programme revalidation is instigated.

The University has in place regular monitoring procedures for quality assurance including an Annual Programme Manager's Report for each programme.

Each programme has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the advice and guidance provided by the QAA regarding External Expertise which emphasises that external examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions. This MSc Rural Estate Management Programme, as an RICS accredited programme, has both an academic External Examiner and a professional practice (RICS qualified) External Examiner.

Each programme has a formally constituted Programme Board, which includes the External Examiner(s), and which is responsible for ensuring that awards are made within the Regulations of the University and that students' awards are made on the basis of meeting the specified Learning Outcomes of a programme at the appropriate standard.

Each programme has a Programme Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each School also has a School Advisory Group (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of the School programme portfolio content.

Student feedback, both qualitative and quantitative, is collected for each module studied. In addition the University has a Student Engagement Committee where students have the opportunity to discuss issues and give and receive feedback. Students are also invited to participate in the University's Student Satisfaction Survey. The results of all feedback are considered by the Programme Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by Academic Quality and Standards Committee, Academic Board, School and University Executives.

APPENDIX ONE

MSc Rural Estate Management: Mapping to RICS Assessment of Professional Competencies (Rural Pathway: August 2018)

All Modules Shown Are Core Modules On the Programme.

| | Level 7 | | | | | | | | | |
|---|-------------|---|---------------------------------------|---|----------------------------------|----------------------------|--------------------|--------------------------|--------------|--|
| | Agriculture | Management of Woodlands & the Natural Environment | Farm Business & Enterprise Management | Land & Estate Management Strategy & Professional Practice | Rural Land & Property In Society | Rural Planning & Buildings | Rural Property Law | Rural Valuation Practice | Dissertation | |
| Mandatory competencies | | | | | | | | | | |
| Ethics, Rules of Conduct and Professionalism | | | | x | x | | | | x | |
| Client Care | | x | | x | | x | x | x | x | |
| Communication and Negotiation | x | x | x | x | x | x | x | x | x | |
| Health and Safety | x | x | | x | | x | x | | x | |
| Accounting Principles and Procedures | | | x | | | | | | | |
| Business Planning | | | x | x | | | x | | | |
| Conflict Avoidance, Management and Dispute Resolution Procedures | | x | | x | | x | x | x | | |
| Data Management | | | | | x | x | | x | x | |
| Diversity, Inclusion and Team working | | x | x | x | | x | | | | |
| Inclusive Environments | | | | x | x | x | | | | |
| Sustainability | x | x | x | x | x | x | x | x | x | |
| Core Competencies | | | | | | | | | | |
| Agriculture <i>(All Rural APC candidates must do this competency, so only included in Core in this list.)</i> | x | | x | | x | | | | | |
| Management of the Natural Environment and Landscape <i>(Also an Optional Competency.)</i> | x | x | x | | x | | | | | |
| Property Management <i>(Also Optional Competency.)</i> | | | | x | x | x | x | | | |
| Valuation <i>(Also an Optional Competency.)</i> | | | | | | | | x | | |
| Optional Competencies | | | | | | | | | | |
| Access and Rights Over Land | | | | | | | x | x | | |
| Auctioneering | | | x | x | | | | x | | |
| Compulsory Purchase and Compensation | | | | | | | | x | | |
| Forestry and Woodland Management | | x | | | x | x | | | | |
| Land Use and Diversification | | | x | x | | x | x | | | |
| Landlord and Tenant | | | | x | | | x | x | | |
| Planning and Development Management | | | | | x | x | | | | |
| Purchase and Sale | | | | | | | | x | | |

MSc Rural Estate Management: Mapping to RICS Assessment of Professional Competencies (Land and Resources Pathway: August 2018)

Mapping below shows the core modules on the MSc Rural Estate Management programme (i.e. those undertaken by all students) and they are mapped against the Land and Resources Pathway Mandatory Competencies and the 12 Optional Competencies listed as the 'primary skillset' in the August 2018 'Pathway Guide: Land and Resources' as appropriate to the rural estate management context of the Programme. However, it should be noted that as shown on the Rural Pathway mapping for the Programme, students on the course will address other competencies over and above the 'primary skillset' ones.

| | Level 7 | | | | | | | | |
|--|-------------|---|---------------------------------------|---|----------------------------------|----------------------------|--------------------|--------------------------|--------------|
| | Agriculture | Management of Woodlands & the Natural Environment | Farm Business & Enterprise Management | Land & Estate Management Strategy & Professional Practice | Rural Land & Property in Society | Rural Planning & Buildings | Rural Property Law | Rural Valuation Practice | Dissertation |
| Mandatory competencies | | | | | | | | | |
| Ethics, Rules of Conduct and Professionalism | | | | X | X | | | | X |
| Client Care | | X | | X | | X | X | X | X |
| Communication and Negotiation | X | X | X | X | X | X | X | X | X |
| Health and Safety | X | X | | X | | X | X | | X |
| Accounting Principles and Procedures | | | X | | | | | | |
| Business Planning | | | X | X | | | X | | |
| Conflict Avoidance, Management and Dispute Resolution Procedures | | X | | X | | X | X | X | |
| Data Management | | | | | X | X | | X | X |
| Diversity, Inclusion and Team working | | X | X | X | | X | | | |
| Inclusive Environments | | | | X | X | X | | | |
| Sustainability (<i>Also an Optional Competency.</i>) | X | X | X | X | X | X | X | X | X |
| Optional Competencies (Primary Skillset) | | | | | | | | | |
| Access and Rights Over Land | | | | | | | X | X | |
| Cadastre and Land Administration | | | | | | | X | X | |
| Compulsory Purchase and Compensation | | | | | | | | X | |
| GIS | | X | | | X | X | | | |
| Inspection | X | X | | X | X | X | X | X | |
| Landlord and Tenant | | | | X | | | X | X | |
| Legal/Regulatory Compliance | X | X | X | X | X | X | X | X | X |
| Planning and Development Management | | | | | X | X | | | |
| Property Management | | | | X | X | X | X | | |
| Surveying and Mapping | | X | | | | X | | | |
| Valuation | | | | | | | | X | |