

# Programme Specification

## BSc (Hons) Real Estate

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## BSc (Hons) Real Estate with Placement Year

### 1) Programme Information

Quercus code	<i>RE</i>
Academic Year	2020-21
Valid entry routes	Detail the exact award(s) BSc (Hons) Real Estate BSc (Hons) Real Estate with Placement Year
Additional exit routes	Higher Education Diploma [name of award]
Location(s) of Study	RAU, Cirencester
School	Real Estate and Land Management
Programme Manager	Peter Smith
Awarding Body	The Royal Agricultural University
Teaching Institution	RAU, Cirencester
Academic level on Framework for Higher Education Qualifications (FHEQ)	E.g. Level 4, 5, 6
Admissions Body	RAU, Cirencester
UCAS code(s)	N210
Entry Criteria (include IELTS if relevant)	Standard RAU entry criteria of 104 UCAS points
Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FD qualification benchmark	QAA Subject Benchmark: Land, Construction, real Estate and Surveying <a href="https://www.qaa.ac.uk/quality-code/subject-benchmark-statements">https://www.qaa.ac.uk/quality-code/subject-benchmark-statements</a>  Royal Institution of Chartered Surveyors APC Competencies Aug 2018
Details of accreditation by a Professional, Statutory and Regulatory Body (PSRB)	The programme is accredited by the Royal Institution of Chartered Surveyors (RICS). Following graduation from the programme, students are entitled to commence the

	RICS's Assessment of Professional Competence (APC) to become a chartered surveyor.
Mode of delivery	Full-time, part-time and/or flexible and blended learning.
Language of study	English
Programme Start Month(s)	October 2020
Academic Board validation/ re-validation approval date	17 July 2019

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<b>Valid to</b>	August 2025
<b>Version</b>	V2, 2020/21

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

- 1) Give students a significant understanding of the nature of associated theory, methods, practice and regulation of the residential and commercial (including leisure) real estate markets, property agency, landlord and tenant law, marketing and property management, within a sustainable context, in rural and urban property in the UK and overseas.
- 2) 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 profession, and to related careers in business, administration and management.
- 3) Ensure 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.
- 4) Enable students to manage personal and corporate activities and resources effectively and efficiently.
- 5) Within the context of general / mixed 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, and to develop areas of personal interest to themselves, enabling specialism later in the course.
- 6) Assist students in the pursuit of excellence in the development of intellectual, practical, vocational, managerial and communication skills.
- 7) Provide an academic foundation suitable for progression to postgraduate studies.
- 8) Inculcate habits of original and innovative thought.

- 9) Enable students to assess the ethical, equality and inclusion consequences of human activities to optimise community and environmental sustainability.

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

Most students use the degree to enable them to start a career in real estate (rural or urban) and to do this, most enter the surveying profession with the aim of becoming a chartered surveyor. Becoming a chartered surveyor, a highly respected professional qualification, requires graduates to present themselves for the Assessment of Professional Practice (APC) of the Royal Institution of Chartered Surveyors, successful completion of which enables them to use the letters MRICS after their name conveying full membership of the Institution. When you start your studies, we expect all Real Estate and Rural Land Management students to become student members of the RICS, which is free. Click on the link to see the benefits to you of being a 'student member'.

The Real Estate degree is accredited by the Royal Institution of Chartered Surveyors (RICS). However, the course can be used to enable graduates to enter other professions. Some decide to enter the legal profession by going on to complete a law conversion course, while a few others have decided to enter the accountancy profession. The course also has strong business foundations and will equip graduates to work in industry and in some cases running their own businesses. This is supported by a strong enterprise culture at the University.

On successful completion of the course, you will be well equipped to work as a surveyor in general / mixed practice where you could be working in both a rural and or an urban environment. The programme has been specifically designed to enable students to have the choice of working in a wider range of disciplines than graduates from many competitor institutions. In other words, students may choose to specialise later, after they complete the course.

The majority of our past students, however, have secured graduate employment working as surveyors (and ultimately as chartered surveyors) in commercial, residential and leisure property both within an urban or rural environment. Opportunities might arise in the private sector or the public sector. In the private sector graduates have worked for large, medium and small firms of chartered surveyors. They have also secured employment working for house builders in the identification of potential development sites and in the valuation of such sites for development purposes, negotiating deals with land owners and in consultations with town and country planners. Graduates have also found employment working for companies with substantial property departments such, while others have worked in the public sector working, for example, in the Valuation Office Agency. Use the following link to see what types of graduate jobs are currently available and for tips on how to improve your chances of landing that ideal APC appointment: Target Jobs.

Gaining work experience will help you improve your cv to find graduate employment. Some work experience in the form of internships are paid. For information on internships, and how to secure them, see the following: [Internships, Placements and Work Experience](#). Incidentally, there is a 2<sup>nd</sup> year module, *Skills and Employability*, where you will be placed with a firm or organisation to complete a minimum of two weeks of work experience. You will then be required to write a reflective essay on your experience as part of the final year (Level 6) module *Contemporary Issues in Property and Society*. There is also an option to find a one-year placement after your second year's study and then return to complete your degree, which effectively increase the length from three to four years full-time.

Some students after qualifying as chartered surveyors have chosen to work for large international real estate consultancies overseas, with many working in the Middle East, the Far East, Mainland Europe and Australasia.

In commercial, residential and leisure property disciplines, surveyors might be involved in the sale, purchase, leasing and management of property and its valuation. In relation to the leasing and management of property, whether acting for landlords or tenants, you might be involved in resolving landlord and tenant disputes, terminating leases, serving relevant notices and proving grounds. You might also be involved in the provision of investment advice relating to real estate, acting for both corporate or individual clients.

Real estate development, or redevelopment is another field many of our students enter on completion of the programme. For this you will need a good understanding of town and country planning law and practice, environmental sustainability and protection issues in relation to land and, or, buildings on land. Being able to assess the financial viability of a development is another key attribute required of development surveyors. Development appraisal is a discipline covered in the second and third years of your studies, for full-time students.

A good knowledge and understanding of the property market would be an essential attribute to the valuation of properties. This might include the negotiation of rents at the start of a lease or at rent reviews, the selling and purchase of properties for, or on behalf of, clients, advice relating to the taxation of real estate including non-domestic (business) rates and council tax, in addition to many other duties encountered by surveyors.

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

##### **Programme Intended Learning Outcomes**

The curriculum for the programme and the intended learning outcomes have been developed to reflect the needs of disabled people (e.g. hearing impaired, vision impaired, speech impaired, dyslexic and mobility impaired]. The

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

- QAA (Oct/Nov 2016) Subject & Benchmark Statement-Land, Construction, Real Estate and Surveying.
- 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.

##### **i. Knowledge and Understanding of:**

- A1. legal, economic, financial, governmental, business, management, technological, sustainable and environmental principles and practices governing real estate and the property market.
- A2. discipline specific principles relating to the work of the surveyor, but also the development of integrated, multi-disciplinary and interdisciplinary, and inter-professional approaches.
- A3. the roles performed by surveyors and other professional advisors.
- A4. qualitative and quantitative approaches to information, including research methodologies and their application in practice.
- A5. Integration of theory, experiment, investigation and fieldwork, and the development of principles into practice.
- A6. the importance of entrepreneurship and innovation including the role of intellectual property within the innovation process.
- A7. the impact real estate has on both the environment and social structures (including health and well-being), and the need for environmental sustainability.

Knowledge and understanding outcomes are achieved mainly through lectures, seminars, practical classes and tutorials. 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.

## **ii. Intellectual Skills**

- B1. Apply the methods and skills needed for academic study and enquiry.
- B2. Critically assemble, evaluate, analyse and research a variety of types of information and evidence and develop balanced arguments demonstrating critical thinking and synthesis.
- B3. Synthesise and summarise information from a variety of sources in order to gain a coherent understanding of theory and practice.
- B4. To be able to plan and design an investigation, survey or other means to test an hypothesis or proposition.
- 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.
- B6 Understand the importance of academic and professional integrity.

Intellectual skills are developed by a variety of means including lead lecture, tutor led tutorials, student and tutor led seminars, directed learning, problem based and experiential learning situations and case studies.

## **iii. Programme specific professional and key skills**

Students on successful completion of the programme will have the knowledge, understanding and skills that provide a foundation for a career as a chartered surveyor, or in other related work disciplines in real estate. More specifically, you will be equipped to commence the Assessment of Professional Competence (APC) of the Royal Institution of Chartered Surveyors (RICS). This is the professional route to membership of the RICS, culminating in the award of MRICS.

On successful completion of the degree programme, you will have developed a wide range of skills allowing you to interpret real estate markets, both from occupational and investment perspectives, value land and buildings within such markets, engage in the relevant legal framework, understand property management and development processes, and engage in interdisciplinary work associated with general/ mixed practice in real estate, covering both rural and urban property. In particular you will be equipped to demonstrate the following:

- An understanding of the RICS rules on *Ethics, Conduct and Professionalism*.
- An awareness of the issues surrounding client care.
- Commercial awareness.
- Be able to communicate and negotiate.

- An overview of health and safety in relation to land, and buildings on land.
- An holistic overview of accounting principles and procedures.
- Recognise the need for sustainability both from the perspective of environmental and socio-economic viewpoints.
- Handling data and, in particular, the need for data protection.
- Business planning.
- Recognise, avoid, manage and resolve disputes relating to real estate.

#### **iv. In relation to practical / professional skills you will be able to:**

- 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
- 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
- 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
- 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
- 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.
- 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
- C7. Demonstrate the competence, behaviour and attitude required in academic and professional working life, including initiative, reflection, leadership, resilience and team skills.

#### **v. Transferable skills:**

In particular, they will be able to demonstrate the following transferable skills:

- D1. Analytical skills.
- D2. Skills of creativity, reasoning, argument and self-reflection.
- D3. Problem solving skills and commercial / business awareness.

- D4. 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. Skills should also include listening and observing attentively, recording, evaluating and responding using a wide variety of information sources.
- D5. Numeracy skills; solve numerical problems using first principles, computer-based and other techniques.
- D6. Self-management; independent study skills, but also being able to work as part of a team (see below).
- D7. Skills in investigation and research.
- D8. Team working and negotiation skills, including organising and participating in teamwork and demonstrating a positive attitude.
- D9. 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.

**vi. RAU Graduate Skills:**

Graduates from the programme, in common with other RAU graduates, will have the following attributes:

- E1. Innovative (showing a curiosity, imagination, together with a thirst for new knowledge).
- E2. Resilient (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).
- E3 Globally and environmentally aware.
- E4 Collaborative; showing an ability to work in groups or teams; a skill needed in the workplace.

These will be developed through your learning journey on the course. See the curriculum matrix for more detail.



## **Levels of study on the programme:**

These are developed in a co-ordinated and progressive manner throughout the three levels of the programme:

- Level 4 concentrates on the acquisition of basic skills and knowledge concerning land and property.
- Level 5 develops these further, but with a more analytical approach.
- Level 6 seeks to integrate and synthesise this knowledge and understanding, and encourage students to view it within a professional context.

## **5) How is the Teaching and Learning delivered in this programme?**

### **The curriculum and student workload.**

All full-time academic programmes at the RAU are constructed using a selection of modules, each of which requires engagement with a variety of learning activities. Successful completion of module assessments will result in the award of credits, and students are required to achieve a total of 120 credits for each year of a full-time programme.

The normal time for completion of a full-time Royal Agricultural University honours degree programme, is three years. The maximum time allowed to complete such an honours programme is five years. An optional placement year is available for students who have successfully completed Year 2 of the programme. The onus would be on the student to find the placement, and the student would also take responsibility of applying to the RICS for the work to contribute towards the first year of the Assessment of Professional Competence (APC).

The credit system is used to ensure a balanced workload across each programme, with each credit point representing a notional learning time of 10 hours of student work. Thus a 15-credit module will require a notional input of 150 hours of work, and a complete academic year of 120 credits will require 1200 hours of work, or approximately 40 hours per week.

Within this total time, students can expect to participate in formal timetabled activities, such as lectures, seminars, tutorials, workshops, practicals, visits and case study discussions. These activities will usually account for approximately one quarter to one third of the total study time – usually around 3 hours per week for a 15-credit module studied over 24 weeks of the year. Thus, the majority of module activities, such as reading around the subject, preparing for tutorials and seminars, preparing for, and completing, module assessments, and revision for, and sitting, examinations and tests, will take place outside of these scheduled activities. Study conducted

outside the formal face-to-face teaching time is considered an essential part of a student's learning journey.

### **Establish an effective routine for your studies and plan your workload in advance to avoid intense periods of activity**

Students attempting to short-cut their learning activities may find themselves experiencing difficulties as each module progresses, and as the level of assumed understanding increases. Thus, it is vitally important that new 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 develop gradually throughout the year in readiness for any end-of-module examinations.

### **Programme structure**

The programme structure and teaching methods have been developed with reference to the following documents:

- The Frameworks for Higher Education Qualifications (FHEQ)
- RAU (2018) Pedagogic Framework
- RAU (2018) Academic Regulations for Taught Programmes
- RAU Teaching Quality Handbook, Part 10.

The teaching, learning and assessment of this programme is designed to be inclusive of disabled people (e.g. hearing impaired, vision impaired, speech impaired, dyslexic and mobility impaired) 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. In some cases such students may be given a choice of assessments, or given extra time in exams, as appropriate.

The course is delivered and studied over three levels; Level 4 (1<sup>st</sup> year of the full-time programme), Level 5 (2<sup>nd</sup> year of the full-time programme) and Level 6 (3<sup>rd</sup> year of the full-time programme). See below for part-time study.

Students registered on the BSc (Hons) Real Estate with Placement Year will take their placement year at the end of the second year of study.

The option with Foundation Year is normally four years of duration of full-time study and the option with Placement Year is normally three years of taught full-time study with the other year spent on placement. The accumulation of 360 credits (or more) must include a minimum of 120 at level 6 and a maximum of 120 at level 4, through the assessment of taught modules.

<b>BSc (Hons) Agriculture</b>	<b>BSc (Hons) Agriculture with Foundation Year</b>	<b>BSc (Hons) Agriculture with Placement Year</b>
Year 1 – Level 4 modules	Year 1 – Foundation year	Year 1 – Level 4 modules
Year 2 – Level 5 Modules	Year 2 – Level 4 modules	Year 2 – Level 5 modules
Year 3 – Level 6 modules	Year 3 – Level 5 modules	Year 3 – Placement year
	Year 4 – Level 6 modules	Year 4 – Level 6 modules

## **Semesters**

The curriculum for the programme is delivered in semesters, with the normal timetable allowing four 15 credit modules per semester. At level 5, (2<sup>nd</sup> year for FT students) Valuation 2 (2037) and Law 2 (2030) are the exceptions; each delivered over two semesters. At level 6, the Integrating Project (3025) and the Integrated Research Project / Dissertation (3068) are delivered over two semesters with the final submissions in the 2<sup>nd</sup> semester.

## **Part-time study**

The programme is offered on a part time basis. Details of selection of modules and timetabling assessments will be discussed and agreed with each student proposing to follow a part-time route. The normal time for completion of the programme on a part time basis would be six years, with the students taking half the suite of modules at each level each year. The maximum time to complete an RAU undergraduate honours programme on a part-time basis is eight years.

## **Final Year by blended part-time learning over 2 years**

It is possible to do the final year by blended learning where attendance on campus is kept to an absolute minimum. The blended learning route also takes two years.

**In Year 1**, students are required to take two core modules and two electives.

- **Semester 1**: You will take one core module 'Contemporary Issues in Property and Society' and one elective, e.g., 'Commercial Property Management' (3007).
- **Semester 2**: the core module to be taken is 'Practice Management' (3027). Another elective will be taken in Semester 2, e.g. Advanced Residential Agency (3215). The choice of electives, however, will be limited according to the semester within which they are delivered.

**In Year 2**, students take 4 core modules:

- **Semester 1**: students will take the Integrated Project (3025) across both semesters, and the Integrated Research Project / Dissertation (3300) across both semesters, (
- **Semester 2**: Statutory Valuations (3243).

## **6) What is the Programme Assessment Strategy<sup>1</sup>?**

The marks you receive in your first year (level 4) assessments will not contribute to your final degree award. The first year is effectively a qualification year, which must be passed to allow entry into the second year, because many of the second-year modules require understanding for second and final year study. However, your second year (level 5) marks will contribute 30% towards your final overall degree award, whilst your final (third year) will contribute 70% of your final degree marks.

Learning, teaching and assessment are guided by explicit learning outcomes within the various modules of the programme. Student workloads are challenging but manageable, 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.

Assessment is addressed as an integral part of the programme design process. The modules in the programme use a range of assessment methods, which are consistent with the intended learning outcomes. The appropriate balance of method and teaching approach will be determined and regularly reviewed by the programme team. Assessment criteria are designed to be clear and explicit for both students and staff.

Assessment methods within modules are based on the preferred approach of module leaders, subject to course committees determining the overall balance and with confirmation of the University's Academic Quality and Standards Committee (AQSC). Assessment is student-focused and appropriate to enable students to demonstrate achievement of the relevant learning outcomes in the Programme.

Assessments range from the more formal coursework assignments to unseen written exams. Some assessments are formative (designed to help you to develop knowledge and understanding of specific disciplines) to summative (which contribute towards your marks for a module and ultimately your final award). However, in practice, there is a wide range of different assessment types used. For instance, you may be required to negotiate a deal in the negotiation exercise within the module *Property Markets, Transactions and Analysis* (1322). This helps to develop your confidence in carrying out negotiations which will probably be required when you enter the work-place.

In *Property Management, Valuation 1* and *Property Agency*, you 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 a few modules you will be required to do a multiple-choice exam, or a part-multiple choice exam combined with a few short answer questions.

In other modules you might be required to produce a PowerPoint presentation with voice-overs, or required to upload an MP3 or MP4 file as an assessment submission.

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<sup>1</sup> Details of the implementation of the Assessment Strategy are found in Appendix A.

This is designed to help develop competency in using visual aids in making presentations, increasingly required in the work-place.

While some exams are unseen written exams, conventionally used in the secondary school sector, a number of modules are now assessed by 'seen, open-note' exams where you will be given the questions before the examination and required to carry out research and prepare notes which are then used to provide answers in the examination. Notes will normally be in hand-written form. This has many benefits: first, you will not be subjected to the usual stress of taking an un-seen written examination because you know what the questions will be in advance. Secondly, you will be mimicking what happens in practice, where you might be required to collect information and data relating to a client's specific requirements or objectives and then within an agreed timeline produce a report. Requiring learners to research a particular topic within a question is a powerful learning tool and encourages deeper learning rather than shallow learning which simply relies on a good memory.

Some assessments take the form of essays, others might take the form of a professional report produced for an imaginary client on a real live property. We rely heavily on the goodwill of agents to provide such properties. Some agents provide prizes for the best coursework submissions. Most assignments are undertaken individually, but some are undertaken through group-work; again an important skill to learn prior to entering the workplace.

Teaching and learning is normally relevant for the assessment, but in some cases you may be required to find information relevant to a question that has not specifically been taught in the classroom. Seminars and tutorials might require you to prepare work for discussion in the seminar group, for instance. The aim is to make you more independent and take more responsibility for your learning. This requires commitment, initiative and resilience; all essential qualities for your success.

The range of teaching methods adopted aligns with the nature and level of the module. The range includes lectures, tutorials, seminars, projects, and site visits, visiting speakers and block periods of study.

### **Marking criteria and assessment regulations**

Assessments (coursework and examinations) are marked by reference to coursework specific assessment criteria, which provide the benchmarks against which the module is marked. The actual mark given will be justified by reference to the University Marking Criteria, which describes common qualities and weaknesses inherent in a submission within a specific mark range. You can access the criteria which are available in the Student One-Stop Shop on the virtual learning environment (VLE), Gateway.

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

The following table (over the page) outlines the structure of the course. A Credit Accumulation and Transfer Scheme (CATS) is adopted by the University, which requires students to achieve a total of 120 credits from each year of full time academic study. Successful completion of each module results in the award of 15 credits, and a double module, 30 credits. For the award of BSc (Hons), a total of 360 credits must be accumulated, comprising 120 credits at level 4, 120 credits at level 5 and 120 credits at level 6.

In brief, students will normally need to achieve the following in order to be awarded **the qualifications:**

### **A. BSc (Hons) Real Estate**

The accumulation of 360 credits (or more) to include a minimum of 120 at level 6 and a maximum of 120 at level 4, through the assessment of taught modules as detailed below:

<b>Description</b>	<b>Credits</b>
<b>CORE MODULES: Level 4 (Theme; knowledge and awareness) (* taught with RLM)</b>	<b>120</b>
Business Finance (1033) *	15
Building Technology (1014) *	15
Law 1 (1015) *	15
Valuation 1 (1016) *	15
Fundamentals of Land and Property (1320) *	15
Developing Academic Skills (1400) *	15
Land and Property Economics (1321) *	15
Property Markets, Transactions and Analysis (1322)	15

<b>CORE MODULES: Level 5 (* taught with RLM)</b>	<b>120</b>
Surveying Inspection and Measurement (2334) *	15
Law 2 (2030) *	15
Planning Law and Practice (2333) *	15
Valuation 2 (2037) *	15
Business and Property Finance and Taxation (2066) *	15
Personal and Professional Development Skills and Employability (2337) *	15
Property Management (2201)	15
Property Agency and Marketing (2203)	15
<b>Optional Placement Year (PPY)</b>	
<b>CORE MODULES: Level 6</b>	<b>90</b>
Integrated Research Project/Dissertation (3300)	30
Contemporary Issues in Property and Society (3026)	15
Practice Management (3027)	15
Statutory Valuations (3243)	15
Integrating Project (3025)	15
<b>ELECTIVE MODULES - 2 electives required</b>	<b>30</b>
Commercial Property Management (3007)	15
Consumer Behaviour (3081)	15
Development and Development Appraisal (3246)	15
Forestry and Woodland Management (3090)	15

Advanced Residential Agency (3215)	15
<b>TOTAL:</b>	<b>360</b>

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; \(paragraphs 137 – 153\).](#)



## Programme Intended Learning Outcomes (ILO) Chart

1. **Curriculum Map for BSc (Hons) Real Estate** (for specific detail of outcomes, please refer to heading 11 above, pages 4-8. For instance, outcome D1 in the table below refers to 'analytical skills'. Analytical skills are, either directly or indirectly, assessed in the module Law 1-1015.

Curriculum Map BSc (Hons) Real Estate-2019-20																								
Outcome	Level 4- Year 1								Level 5 - Year 2								Level 6-Year 3 (Final Year)							
	Building Technology- 1014	Law 1- 1015	Valuation 1- 1016	Property Transactions Markets and their analysis -1322	Land and Property Economics -1321	Fundamentals of land and property- 1320	Developing Academic Skills -1400	Business Finance- 1033	Surveys Inspection and Measurement- 2334 -	Law 2- 2030	Valuation 2 - 2037	Planning Law & Practice 2333	Personal and Professional Development Skills and Employability	Property Agency and Marketing-2203	Business & Property Finance & Taxation - 2066	Property Management - 2201	Optional Placement Year - PPY	Research Project / Dissertation -3300 double module	Contemporary Issues in Property & Society-3026 (includes work placement + reflective cw on work placement)	Practice Management - 3027	Integrating Project - 3025	Statutory Valuations- 3243	Elective 1	Elective 2
<b>Knowledge and understanding of:</b>																								
A1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		
A2	X		X	X	X	X	X		X	X	X		X	X	X			X	X		X	X		
A3		X		X		X			X	X	X	X	X	X					X	X	X	X		
A4							X					X	X					X	X		X	X		
A5				X			X			X	X	X	X	X	X	X		X		X	X	X		
A6				X										X						X	X			
A7	X				X	X			X			X		X		X		X	X	X	X	X		



D9	X		X	X	X	X	X		X		X	X	X	X				X			X	X		
<b>RAU Graduate Skills</b>																								
E1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
E2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
E3	X					X			X		X	X		X		X		X	X		X			
E4							X						X						X		X			

## BSc (Hons) Real Estate: Mapping to RICS Assessment of Professional Competencies (Residential Pathway: August 2018)

Modules Shown Are The Core Modules On the Programme Only and Will Therefore Be Studied By All Students on the Programme.

BSc (Hons) Real Estate: Residential Pathway Mapping	Level 4								Level 5								Level 6 (In addition to the Core Modules Detailed Below Students Also Study Two Elective Modules)				
	Developing Academic Skills	Law 1	Valuation 1	Business Finance	Building Technology	Land and Property Economics	Fundamentals of Land and Property	Property Markets, Transactions and Valuation	Personal and Professional Development	Law 2	Valuation 2	Business and Property Finance and Taxation	Surveying, Inspection and Measurement	Planning Law and Practice	Property Management	Property Agency and Marketing	Statutory Valuations	Practice Management	Integrated Project	Contemporary Issues in Property Investment	Research Project /Dissertation (Double Module)
<b>Mandatory competencies</b>																					
Ethics, Rules of Conduct and Professionalism	x	x	x				x	x	x	x			x	x	x	x	x	x	x	x	
Client Care		x	x				x	x	x	x	x		x	x	x		x	x			
Communication and Negotiation	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Health and Safety		x			x			x	x		x		x	x	x	x		x	x		
Accounting Principles and Procedures				x						x	x				x	x	x	x			
Business Planning				x					x		x			x	x	x		x	x		
Conflict Avoidance, Management and Dispute Resolution Procedures (Also <i>Optional Comp.</i> )		x						x	x		x				x	x	x	x	x		
Data Management (Also <i>Optional Comp.</i> )	x		x		x		x	x	x		x	x	x	x	x	x	x	x	x	x	x
Diversity, Inclusion and Teamworking		x					x	x	x	x					x	x	x	x	x	x	x
Inclusive Environments					x		x		x	x	x		x	x	x	x		x	x		

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Sustainability (Also Optional Comp.)					X	X	X	X	X		X	X	X	X	X	X		X	X	X	
<b>Core Competencies</b>																					
Building Pathology					X								X		X						
Housing Maintenance, Repairs and Improvements		X			X					X			X		X	X	X			X	
Housing Management and Policy		X			X	X	X	X	X	X	X	X	X	X	X					X	
Housing Strategy and Provision		X				X	X	X		X	X	X		X	X		X			X	X
Inspection (Must be Undertaken.)					X						X		X	X	X	X	X		X		
Leasing and Letting		X	X		X	X	X	X	X	X	X	X	X	X	X	X			X	X	
Legal/Regulatory Compliance		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Market Appraisal		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X		X		X
Measurement (Must be Undertaken.)					X						X		X	X	X	X			X		
Property Management (Also Optional Comp.)		X		X	X		X		X	X	X	X	X	X	X				X	X	
Purchase and Sale (Also Optional Comp.)		X	X			X	X	X		X	X	X	X		X				X	X	
Valuation (Must be Undertaken.)			X		X	X		X			X	X	X			X	X		X	X	

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<b>Optional Competencies</b>																					
Auctioneering							X	X								X			X		
Capital Taxation		X	X						X	X	X	X					X		X	X	
Compulsory Purchase and Compensation						X	X										X			X	
Development Appraisals				X	X	X					X	X	X		X				X		
Environmental Assessments					X			X		X		X	X	X	X		X	X	X		
Indirect Investment Vehicles				X		X					X								X		
Investment Management (Including Fund and Portfolio Management)			X	X		X	X			X	X				X	X			X	X	
Land Use and Diversification		X				X	X			X	X	X	X	X	X	X	X		X	X	
Landlord and Tenant						X	X	X		X		X	X		X		X		X	X	
Loan Security Valuation		X	X	X		X			X	X	X	X									
Local Taxation/Assessments		X	X							X	X	X					X		X	X	
Maintenance Management					X					X		X			X						
Planning and Development Management					X	X				X	X	X	X		X		X		X	X	
Risk Management					X			X				X			X			X	X		

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Spatial Planning Policy and Infrastructure						X	X						X	X		X		X	X	
Strategic Real Estate Consultancy		X	X	X	X	X	X	X		X	X	X	X	X	X			X	X	X
Supplier Management					X			X					X	X	X		X			

## **8) Work-based Learning**

Not applicable in the 2019-20 academic year. This, will, however, be available within the *Skills and Employability (2316)* module from the 2020-21 academic year.

## **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, 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 UK Quality Code, Advice and Guidance: Course Design And Development and in the case of partnership arrangements in accordance with QAA's Advice And Guidance: Partnerships. 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 Managers 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.

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 are made awards 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 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's holds Staff Student Liaison Committees and 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 New Student Survey and Student Satisfaction Survey along with the annual National Student 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 AQSC, Academic Board, School and University Executives.