



**ROYAL AGRICULTURAL UNIVERSITY, CIRENCESTER**

**PROGRAMME SPECIFICATION**

**BSc (Hons) REAL ESTATE**

**NB**

*The information contained in this document is intended only as a guide to the programme. It does not constitute a legally binding document or contract between the individual and the Royal Agricultural University.*

*The information contained herein is correct at the time of going to print, but the University reserves the right to make changes to the structure of the programme, assessment methods, etc. at any time without prior notification. Any changes made however will be made known as soon as possible.*

**Peter Smith - Programme Manager**

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<b>1. Awarding Institution</b>	Royal Agricultural University
<b>2. Teaching Institution</b>	Royal Agricultural University
<b>3. Final Award Title(s)</b>	<b>BSc (Hons) in Real Estate</b>
<b>4. Academic level on Framework for Higher Education Qualifications (FHEQ)</b>	Level 6
<b>5. UCAS Code(s)</b>	<b>N210</b>
<b>6. Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FD qualification benchmark</b>	QAA Subject Benchmark: Construction Property and Surveying 2008, currently under review in 2016 Royal Institution of Chartered Surveyors (RICS) APC Competencies
<b>7. Details of accreditation by a professional/statutory body</b>	RICS
<b>8. Mode of study</b>	Full-time or part-time
<b>9. Language of study</b>	English
<b>10. Date of production/revision</b>	September 2016 for commencement in Oct 2016
<b>11. Educational Aims of the Programme</b>	
<p><b>The University recognises the aspiration that its graduates will develop capabilities to:</b></p> <ol style="list-style-type: none"> <li>1. apply creative and compassionate thinking processes to social and organisational issues;</li> <li>2. develop communication abilities using people, ideas, texts, media and technology;</li> <li>3. work with, manage and lead others in ways which value their diversity and equality and which facilitates their contribution to the organisation and the wider community;</li> <li>4. acquire and apply appropriate management, technical and practical skills and knowledge;</li> <li>5. display an ability to reflect on and learn from one's own experiences;</li> <li>6. recognise and accept continuing learning as being central to one's capacity to realise potential;</li> <li>7. develop, express and be able to defend personal values, beliefs and ethics;</li> <li>8. hold a perspective, which acknowledges local, national and international issues;</li> <li>9. value a citizenship role, which is connected to and responsible for the social, environmental, political and economic systems in which we live.</li> </ol> <p><b>The specific programme aims are to:</b></p> <ol style="list-style-type: none"> <li>1. Give students a significant understanding of the nature of associated theory, methods, practice and regulation of the residential and commercial property</li> </ol>	

markets, property agency, rental, marketing and management within a sustainable context.

2. Prepare graduates so that in due course they will 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 contemporary professional and business ethics relating to the property market.
4. Enable students to manage personal and corporate activities and resources effectively and efficiently.
5. Provide opportunities for students to develop areas of personal interest to themselves.
6. Assist students in the pursuit of excellence in the development of intellectual, vocational, managerial and communication skills.
7. Provide an academic foundation suitable for progression to postgraduate studies.
8. Inculcate habits of original and innovative thought.

## **12. Intended Learning Outcomes**

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

- A1. legal, economic, financial, governmental, business, management, technological, sustainable and environmental principles and practices governing property and the property market.
- A2. discipline specific principles relating to the work of the surveyor.
- A3. the roles performed by surveyors and other professional advisors.
- A4. research methodologies and their application in practice.

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, and research a variety of types of information and evidence.
- B3. Synthesise information from a range of sources in order to gain a coherent understanding of theory and practice.
- B4. Demonstrate the skills necessary to plan, conduct and report a programme of original research as a dissertation.
- B5. Develop and utilise problem-solving skills.

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. Practical / Professional Skills**

- 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

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.

### **iv. Transferable Skills**

- D1. Analytical skills.
- D2. Skills of creativity, reasoning, argument and self-reflection.
- D3. Problem solving skills.
- D4. Communication skills.
- D5. Numeracy skills.
- D6. Independent study skills.
- D7. Skills in investigation and research.
- D8. Team working and negotiation skills.
- D9. Information technology skills.

These reflect the student's ability to communicate information, ideas, problems and solutions in an effective and professional manner. Transferable skills are incorporated within all modules and related to relevant assessments as appropriate. Strategies for this include tutor and student led tutorials and seminars, directed learning, student portfolios, group work projects, and case study analysis.

13. **Curriculum Map for BSc (Hons) Real Estate** (for specific detail of outcomes, please refer to heading 12 on pages 3 and 4 above. 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.

BSc (Hons) Property Agency and Management: Curriculum map																							
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 1019	Introduction to Property Economics - 1020	Surveying 1251	Professional Practice- 1250	Business Environment - 1003	Building Management - 2006	Law 2 - 2030	Valuation 2 - 2037	Planning & Development - 2033	Property Market Analysis - 2200	Property Agency - 2203	Business & Property Finance & Taxation - 2066	Property Management - 2201	Dissertation - 3068	Contemporary Issues in Property & Society-3026	Practice Management - 3027	Integrating Project - 3025	Property Investment Finance & Valuation - 3028	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		
A2	X		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					
<b>Intellectual Skills</b>																							
B1	X	X	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		
B2	X		X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		
B3	X			X	X	X		X	X	X	X	X	X	X	X		X	X	X	X	X		
B4																	X			X	X		
B5			X			X				X		X	X	X						X	X		
<b>Professional Skills</b>																							
C1			X		X		X	X	X	X			X	X					X	X	X		
C2		X		X	X					X	X	X	X				X	X		X	X		
C3	X					X			X				X							X			
C4				X			X	X	X		X	X	X	X			X	X	X	X			
<b>Transferable Skills</b>																							
D1		X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		
D2	X	X		X	X	X			X	X	X	X	X	X			X	X	X	X	X		
D3	X	X	X			X	X	X	X	X	X	X	X	X	X		X			X	X		
D4	X				X	X			X		X	X	X	X			X	X	X	X			
D5	X		X	X		X	X	X	X	X		X	X	X						X	X		
D6	X	X		X			X	X	X	X		X	X	X			X	X	X	X			
D7	X	X	X	X	X	X			X	X		X	X	X			X		X	X			
D8					X	X					X		X					X		X			
D9	X		X	X	X	X			X								X			X	X		

## 14. Programme Structure and requirements

### Student workload

All full-time academic programmes at the RAC 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 six years.

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, practicals, visits and case study discussions. These activities will usually account for approximately one third of the total time – usually around 2 hours per week for a 15-credit module studied over 25 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.

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 gradually develop throughout the year in readiness for any end-of-module examinations.

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 1, 120 credits at level 2 and 120 credits at level 3.

### 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 undergraduate honours programme on a part time basis is eight years.

<b>BSc (Hons) Real Estate Level 4</b>	<b>BSc (Hons) Real Estate Level 5</b>	<b>BSc (Hons) Real Estate Level 6</b>
<b>1033 - Business Finance</b> 15 credits	<b>2006 - Building Management</b> 15 credits	<b>3025 - Integrating Project</b> 15 credits
<b>1014 - Building Technology</b> 15 credits	<b>2030 - Law 2</b> 15 credits	<b>3026 - Contemporary Issues in Property &amp; Society</b> 15 credits
<b>1015 - Law 1</b> 15 credits	<b>2033 - Planning &amp; Development</b> 15 credits	<b>3027 - Practice Management</b> 15 credits
<b>1016 - Valuation 1</b> 15 credits	<b>2037 - Valuation 2</b> 15 credits	<b>3028 - Property Investment, Finance &amp; Valuation</b> 15 credits
<b>1251 - Surveying</b> 15 credits	<b>2066 - Business and Property Finance and Taxation</b> 15 credits	<b>3068 - Dissertation (RE and D Courses)</b>  30 credits
<b>1250 – Professional Practice</b> 15 credits	<b>2200 - Property Market Analysis</b> 15 credits	
<b>1020 - Introduction to Property Economics</b> 15 credits	<b>2201 - Property Management</b> 15 credits	<b>Elective 1</b> 15 credits
<b>1019 - Property Transactions</b> 15 credits	<b>2203 - Property Agency</b> 15 credits	<b>Elective 2</b> 15 credits

The following are available as electives, from which students must select two:

## **15. Student support services**

Students are supported academically by a programme management team of three staff plus the Dean of RELM and all of the leaders of the modules making up the programme. In addition they can use the following people, resources and activities to support them during their time at the

- Induction programme for orientation and introducing study skills
- Student handbook and module guides
- Library and study skills packages
- Library with other learning resources
- Student email and internet facilities
- Student personal tutor
- Personal access to all tutoring staff
- Access to teaching, learning and support services e.g. Dyslexia
- Access to student welfare officer
- Access to external, confidential counselling services

## **16. Criteria for admissions**

You will need to satisfy the general admissions requirements of the Royal Agricultural University in one of the following ways:

- Offers are normally made at or above 104 A-level UCAS tariff points, and at least five GCSE passes, including English and Maths to Grade C / 4, or above. Other equivalent qualifications are taken into account.

The University and the Programme Manager welcome, and are happy to consider, applications from students with vocational or other qualifications, including those from overseas, based on their individual merit. Applicants without English as a first language will need IELTS Band 6.

### **Accreditation of prior learning**

Admission with exemptions for accreditation of prior learning may be possible. This will be based on submission of a portfolio of evidence of previous study in a directly relevant subject area, demonstrating that equivalent module learning outcomes at the appropriate level have been achieved.

### **Pre-University work experience would be beneficial**

Although not a pre-condition for entry, you are encouraged to gain, where possible, some professional work experience in a property / real estate related discipline before embarking on your programme of study. Students who fall under the 104 UCAS points threshold who have good relevant work experience might be given credit for this. Work experience might be, for example, in one or two of the following areas, although the list is not exhaustive by any means:

sales, and or, letting of residential, commercial, leisure, industrial or retail property. You might also consider the following:



real estate/ property management, or property / real estate asset management, real estate/ property investment, town and country spatial planning, and development/re-development of property/real estate.

Your work experience might be either in a rural and, or, urban environment.

For entry on to the programme, candidates must be able to satisfy the general admissions requirements in the following ways:

A/AS and/or Vocational equivalent A-Level Qualification: At least two six-unit qualifications or a twelve-unit qualification is required. Offers will not usually be made based on AS qualifications alone.

The minimum UCAS tariff points required for entry onto the course are is 104 points. Where students fall just below this level, good work experience might be accepted in lieu of points.

BTEC National Diploma, or Extended Diploma: This should be in a relevant subject area with a minimum of seven merits in level 3 units required for entry to pathways that are within the University's partnership agreement with the RICS.

All applicants should also have a minimum of grade C /4 in GCSE English and Mathematics. For applicants whose first language is not English, a minimum English Language qualification at IELTS 6 is required with no element below 5.5.

In addition to the above, the attainment of key skills qualifications is positively encouraged and this is taken into account in making decisions on admissions.

Applicants with equivalent standards in qualifications not affected by the new post 16 curriculum, the Irish Leaving Certificate, Scottish Highers, or non-UK qualifications will also be considered for entry.

## **17. Teaching, learning and assessment**

This programme is 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.

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 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.

Learning and teaching is relevant for the assessment. 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.

### **18. Work-based learning**

Not applicable to this programme.

### **19. Quality Assurance Procedures**

The framework of policies and structures of the University, which form the basis for the assurance and continued development of quality standards for academic programmes, are set out in the Teaching Quality Handbook.

The function of the Programme Management Team is to ensure that the programme provision aligns with the Framework for Higher Education Qualifications (FHEQ) and recognises and adheres to the expectations of the Quality Assurance Agency (QAA) Quality Code in terms of academic quality and standards.

#### **Methods for evaluating and improving the quality and standards of teaching and learning**

The Programme Management Group undertake a range of activities to ensure the quality and standards relating to the teaching, learning, assessment, and outcome standards are continually reviewed and improved. Mechanisms for review and evaluation of the programme include:

- Preparation of annual module reviews by module leaders to identify areas of good practice and consider further development of each module in the programme.
- Regular Programme Management Group meetings.
- Submission of annual reports by External Examiners, commenting on the quality and standards of the programme.
- Preparation of an annual programme report by the Programme Manager, which is approved by the Dean of the School of RELM and considered by the University Academic Quality and Standards Committee.
- Periodic review and revalidation of the programme on a five year cycle, involving external panel members.
- Regular partnership meetings with the RICS.

### **Committees with responsibility for monitoring and evaluating quality and standards:**

- Programme Committee (including student representation).
- University Academic Quality and Standards Committee (AQSC).
- University Examination Boards (to consider marks, progression and awards).

### **Mechanisms for gaining student feedback on the quality of teaching and their learning experience:**

- Student representation at the Programme Committee.
- Student feedback on modules and programme.

### **Staff development priorities include:**

- Institutional staff development courses.
- Attainment by all staff of formal teaching qualification.
- Monthly RELM School staff development activities

### **Stakeholder feedback**

Feedback from existing and past students, employers, External Examiners and the School of RELM Advisory Board (The Schools have now been disbanded and have been replaced by Centres. The relevant centres, in this context, are the Centre for Real Estate, and the Centre for Rural Land Management) is regularly received and considered in the annual and periodic review process.

## **20. Marking Guides and Assessment Regulations**

The marking criteria for coursework and examinations and the regulations for assessment and progression are those currently in force at the Royal Agricultural University and are available on the University's website.

## **21. Ownership of programme specification**

Centre for Real Estate, and the Centre for Rural Land Management.

## **22. Career prospects**

Your studies will equip you to undertake the wide range of work that characterises the surveying profession.

The University has an excellent employment record supported by its enviable contacts with the surveying profession. Although the economic climate has had an impact on employment in the past few years, students seeking graduate employment in the profession continue to be successful. In the past year we have seen an upturn in graduate recruitment as the real estate market recovers, and more firms are offering summer work experience and internships to students on the course.

As a student, you will have the opportunity to attend employer presentations and careers events at University in your final year of study. In a few cases, where appropriate, employer presentations are made available to students in the second year of the programme. Recent employment opportunities have included APC training posts with national, regional and local firms of chartered surveyors and estate agents. Past students have been successful in gaining employment in both residential, commercial, and leisure property working for agents involved in property management, real estate investment and property development. Some past graduates have found employment working for larger companies in their estates departments, advising on land acquisition, development and effective use of the property resource. The course is deliberately designed to be broad in terms of both content and scope, in order to widen the career options for students on graduation.

If you choose not to follow a career in surveying, you will have many other career options open to you. The course, for instance, has an element of business/ financial management through all three years of the programme, designed to enhance student employability. There is also a law pathway through all three years. This means that students can, for example, apply for law or accountancy, as well as the normal graduate opportunities that are available in industry and business. Further qualifications will need to be acquired in some of these disciplines to apply for full membership of the appropriate professional bodies.

Finally, the course offers a good grounding for further learning. Some students have gone on to take post graduate qualifications here at the Royal Agricultural University, in particular, the MSc in International Real Estate, and the MSc in Real Estate. Some students have progressed to post-graduate studies elsewhere, including the universities of Oxford and Cambridge, and other Russell Group universities, while some continuing their studies abroad.

### 23. Further information

Further information is available to current students on the programme's *Gateway* homepage at <https://gateway.rau.ac.uk/login/index.php>

### 24. Module Reference Sheets

Modules marked \* in blue font are shared with other courses

#### Year 1:

1250 Professional Practice\*

1014 Building Technology\*

1015 Law 1\*

1016 Valuation 1\*

1251 Surveying\*

1020 Introduction to Property Economics

1033 Business Finance\*

1019 Property Transactions

**Year 2:**

2006 Building Management

2030 Law 2\*

2033 Planning and Development\*

2037 Valuation 2\*

2066 Business and Property Finance and Taxation

2200 Property Market Analysis

2201 Property Management

2203 Property Agency

**Year 3:**

3025 Integrating Project

3026 Contemporary Issues in Property and Society

3027 Practice Management

3028 Property Investment Finance and Valuation

3068 Dissertation (double module)\*

**Choice of Elective 1\***

**Choice of Elective 2\***

The range of potential electives is wide. Students might choose from the following, although the list is by no means exhaustive:

- Commercial Property Management (3007)
- Urban Design and Development (3076)
- Advanced Residential Agency (3215)
- Marketing Communication (3034)
- Corporate Finance (3041)
- Heritage Property (3080)
- Consumer Behaviour (3081)
- Entrepreneurship (3084)
- Rural Business Diversification (3011)
- Game & Deer Management (3010)
- Wine Industry (3096)
- Management Accounting (3040)

## Appendix 1: List of module reference sheets

**Module list:** This list shows the status of all modules in the programme. Further details can be found in the module reference sheets for the programme. The module reference sheet summarises the subject content for a specific module, the learning outcomes for that module ('what a learner is expected to know, understand and be able to do as a result of a process of learning'-OFQUAL 2013), and how that module is to be assessed, whether coursework only, or a blend of coursework and examination. The module reference sheets for the programme modules, as seen in the table below, may be accessed on-line at;

<http://www.rau.ac.uk/study/undergraduate-study/module-details>

<i>BSc (Hons) Real Estate Level 4</i>	<i>BSc (Hons)Real Estate Level 5</i>	<i>BSc (Hons) Real Estate Level 6</i>
1250 – Professional Practice 15 credits	2006 - Building Management 15 credits	3025 - Integrating Project 15 credits
1014 - Building Technology 15 credits	2030 - Law 2 15 credits	3026 - Contemporary Issues in Property & Society 15 credits
1015 - Law 15 credits	2033 - Planning & Development 15 credits	3027 - Practice Management 15 credits
1016 - Valuation 1 15 credits	2037 - Valuation 2 15 credits	3028 - Property Investment, Finance & Valuation 15 credits
1251 - Surveying 15 credits	2066 - Business and Property Finance and Taxation (2266 with RLM) 15 credits	3068 - Dissertation (for BSc-Hons-Real Estate and Rural Land Management Courses)  30 credits
1020 - Introduction to Property Economics 15 credits	2200 - Property Market Analysis 15 credits	
1033 - Business Finance 15 credits	2201 - Property Management 15 credits	Elective 1 15 credits
1019 - Property Transactions 15 credits	2203 - Property Agency 15 credits	Elective 2 15 credits

Common modules with BSc (Hons) Rural Land Management