

Programme Specification BSc (Hons) Real Estate

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NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <http://moodle.bcu.ac.uk/tid/>, (2) in the Module Specifications and (3) in the Student Course Guide.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Institution / Body:	Birmingham City University
Teaching Institution:	Birmingham City University
Interim Awards and Final Award:	Certificate in HE (only on successful completion of all Level 4 modules and not continuing into Level 5) Diploma in HE (only on successful completion of all Level 4 and Level 5 modules and not continuing into Level 6) BSc (Hons)
Programme Title:	Real Estate
Main fields of Study:	Property Development, Property Law, Valuation, Property Management, Property Investment and related Professional and Business Skills
Modes of Study:	Full time / Part time/ Sandwich
Language of Study:	English
UCAS Code:	N230
JACS Code:	N230

Professional Status of the programme (if applicable):

The programme is accredited by the Royal Institution of Chartered Surveyors (RICS) (2012) allowing students to progress through their studies as student members and then to enrol onto the APC (Assessment of Professional Competence) to become Professional Members of the RICS on successful completion of the course.

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

The subject benchmark statement is referenced from the QAA bench marking group for building and surveying that was published in 2008; requests for comment were sent by QAA to the principal professional bodies and the Centre for Education in the Built Environment (CEBE), the Higher Education Academy Subject Centre.

Programme philosophy and aims. The BSc (Hons) Real Estate degree is designed to provide the would be Chartered Surveyor with the technical knowledge and understanding required by the Royal Institution of Chartered Surveyors (RICS) and balancing this with the ability to think critically, reason, analyse, research and evaluate, the skills associated with higher education. Thus the programme provides both the life skills and technical knowledge necessary to pursue a professional career within the realm of real estate.

The work of a Chartered Surveyor is diverse and is constantly reacting to change. Knowledge and technical skills combine with strategic thinking and interpersonal and communications skills. The course leads students through the life of property from its conception and planning, design and construction, purchase and sale, use and occupation, maintenance and management through to its eventual demolition and redevelopment. The course also engenders an appreciation of the world of business and commerce in which property assets exist and the personal and corporate management skills needed to take part in that world. The course delivers the necessary context, knowledge base and transferable skills for the Chartered Surveyor.

The programme aims to provide learners with:

- A coherent and progressive programme that integrates the academic and vocational elements of estate management so that students are able to develop their understanding and powers of critical analysis;
- Added value by facilitating the acquisition, development and enhancement of the requisite transferable skills to enable them to succeed in professional practice;
- A knowledge, understanding and critical awareness of the theory and practice of estate management and the analytical skills necessary to tackle problems encountered in this wide-ranging field;
- A thorough understanding of the economic, legal, social, political, business management and financial aspects of estate management;
- An integrated academic course of study that will recognize the breadth of the disciplines studied and emphasize their inter-relationship not only with the other units of the course but also with the other disciplines within the built environment;
- A critical awareness of the human and community problems of land use, appraisal, allocation and management taking into account, where appropriate, a broad understanding of the wider European and world-wide concepts; and
- The prerequisite qualification to undertake the RICS Assessment of Professional Competence needed to become a Chartered Surveyor

Intended learning outcomes and the means by which they are achieved and demonstrated:

Learning Outcomes

1. Knowledge and Understanding

KU1. the concepts, materials and processes used in the design and construction of simple buildings; the technology of services installations for low-rise domestic buildings and technical and legal constraints; an analytical and systematic approach to the identification, diagnosis and remedial methods appropriate to a range of building types and their defects;

KU2. basic contract administrative procedures, from inception to final accounts, relating both to the production of buildings and their use, occupation and maintenance;

KU3. legal systems with particular reference to contract, tort, land and administrative law as it relates to buildings and land use;

KU4. construction and economic theories, their application and relevance to life-cycle costing, maintenance and repair of buildings, land use and agency;

KU5. business management systems and techniques appropriate to Real Estate Surveying;

KU6. information technology including the use of contemporary software systems and on-line resources;

KU7. techniques for collecting, analysing, manipulating and interpreting data;

KU8. Construction technology and the property development process.

2. Intellectual Skills

IS1. analyse, critically evaluate and produce sound synthesis of the interrelating issues concerned with building and real estate surveying;

IS2. use information proficiently and materials from a variety of sources;

IS3. transfer learning study skills to new fields of the programme discipline;

IS4. apply technical, economic, legal and other knowledge, theories and concepts to a diverse range of practical issues and problems related in particular to the residential sector;

IS5. make reflective and critical judgements about the merits of differing approaches to problem solving;

IS6. expose the strengths and weaknesses of technical and legal solutions, make and present a reasoned choice between them and offer alternatives.

3. Practical Skills

PS1. act independently in constructing own learning models, plan and undertake tasks including working to deadlines, and accept accountability for own learning decisions;

PS2. reflect on and appraise learning needs and adopt appropriate learning strategies;

PS3. identify accurately and proficiently the issues which require research;

PS4. apply effectively appropriate methodologies to a major, active learning project, using primary and secondary, paper and electronic sources;

PS5. collect relevant information, assimilate knowledge, marshal a coherent and rational argument, and relate theory and practice;

PS6. undertake, with guidance, speculation and exploration, seeking and making use of feedback;

PS7. develop forward looking commercial thinking to enable swift and successful career development;

PS8. develop a readiness for the RICS Assessment of Professional Competence (APC)

PS9. draw independent conclusions based on analytical and critical assessment of argument, opinion and data;

4. Transferable/Key Skills

TS1. understand and use with expertise and precision, orally and in writing, the English language in relation to issues within the real estate surveying profession

TS2. make effective oral and written presentations which are coherent and comprehensible to others

TS3. work with, and relate effectively to, others

TS4. manage time and prioritise workloads

TS5. access and make appropriate use of relevant numerical and statistical information

TS6. make effective use of relevant information technology, including a word-processing package, a spreadsheet package, the World Wide Web, e-mail, and electronic information retrieval systems

TS7. understand career opportunities and begin to plan a career path

TS8. show confidence and self-awareness, reflect on own learning, be self-reliant and constructively self-critical

Learning teaching, and assessment methods used

1. Knowledge and understanding

Knowledge and understanding are acquired through formal lectures, seminars and other directed independent learning activities at all stages. The progressive use of real life case studies as a part of problem based learning is developed throughout the course.

Knowledge is assessed, formatively and summatively, by a number of methods, including discussion, question and answer, web hosted forums, formal and informal tutorials, seminars, coursework, examinations (seen and unseen, open and closed book) and project work.

Assessment criteria are published at University, course and module level. Minimum standards of referencing are specified.

2. Intellectual skills

A range of real and theoretical case studies and problem-based learning scenarios are used across many subject areas and provides the major focus at final level.

Assessment includes individual and group presentations (oral and written), seminars, coursework and examinations (seen and unseen, open and closed book).

3. Practical skills

The acquisition of research skills is central to the learning strategy of the programme. Initiative and independence are fostered throughout, and develop incrementally as the course progresses. Emphasis is placed on guided, self-directed and student-centred learning, with increasing independence of approach, thought and process.

Learners are encouraged to plan their own work schedules and are required to meet strict deadlines. Diaries of work may be required in some modules, particularly project-based modules. Learners undertake an Honours Research Project in the final year.

4. Transferable/key skills

Transferable/key skills are core to the learning strategy of the programme. They are pervasive, and are incorporated into modules and assessments as appropriate, e.g. team-working skills are fostered via seminars and other group-work.

The use of information technology is implicit and supported throughout the course, and is compulsory for some aspects of assessment.

Assessment methods include seminar presentations, role-play, coursework, Honours Research Project and examinations (seen and unseen, open and closed-book).

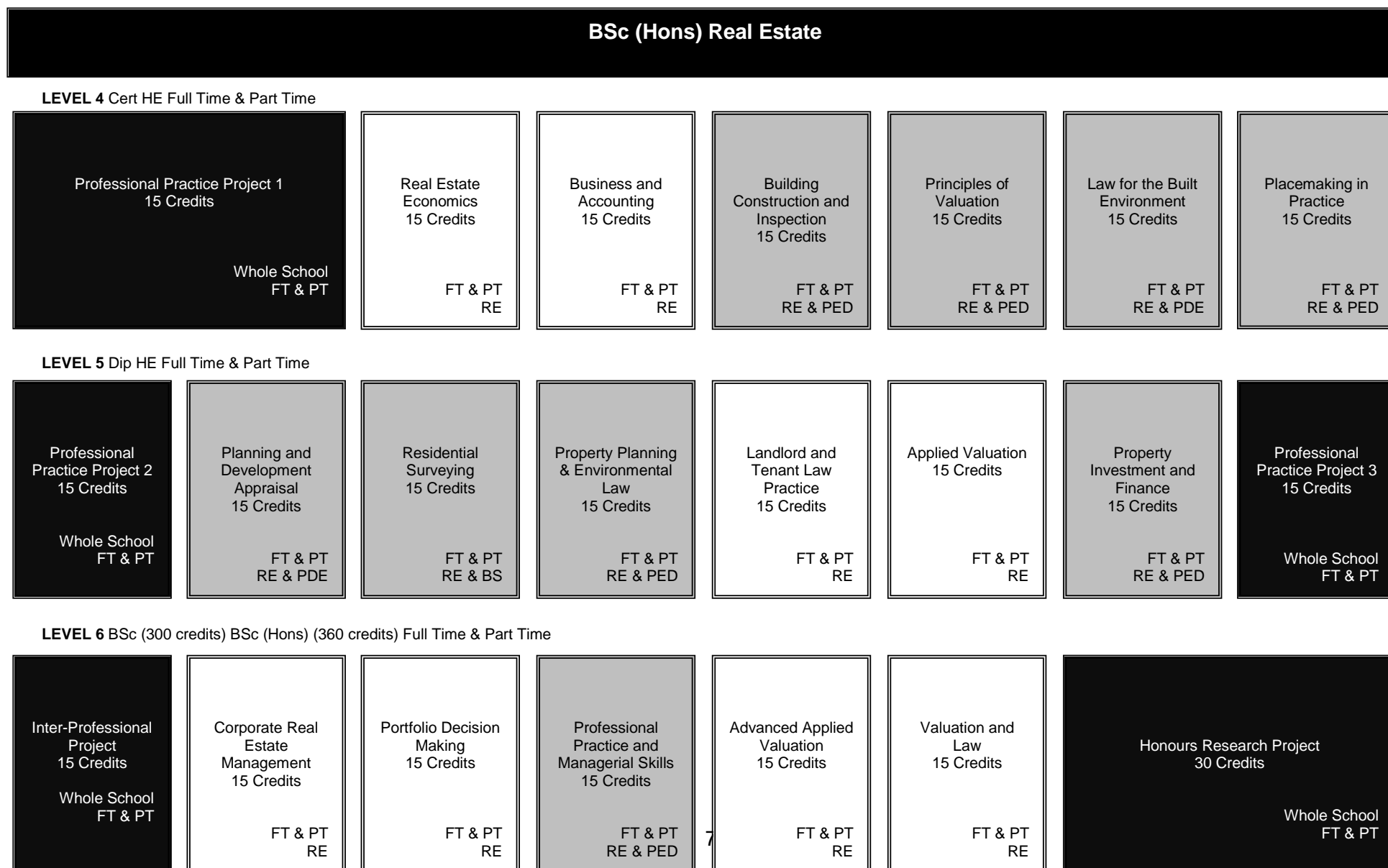
Programme structure and requirements, levels, modules, credits and awards

The BSc (Hons) programme is normally available on a full and part-time study basis. Students may, in certain circumstances, move between full and part-time modes of attendance. The course is divided into study units called modules, and these are either double (30 credits) or single (15 credits). Students complete 120 credits at each of Level 4, Level 5 and Level 6. Each 15 credit module represents 150 hours of student learning and assessment. Students follow a scheme of compulsory study with a choice of Honours Research Project (options, and choice of topic).

The structure of the course, the modules, levels and credit ratings, and the awards which can be gained are shown below.

Programme structure and requirements, levels, modules, credits and awards

The structure of the course, the modules, levels and credit values, and the awards which can be gained are shown in the diagram below



Support for Learning including Personal Development Planning (PDP)

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to those needs:

- An initial induction programme dealing with orientation and the dissemination of essential information including a programme of study skills, library use, essay-writing, problem-solving and information technology;
- Personal Development Planning is embedded into the course philosophy and support will be given to all students through personal tutorials and professional development modules;
- Extra sessions on revision and examination techniques for those needing additional support;
- A University Student Course Guide, containing information relating to the University, the Birmingham School of the Built Environment, the course and the modules;
- A Module Document containing details of content, programme and assessment for each module studied
- Options guidance session on the choice of ;
- Access to administrative staff and to academic staff, including the Year Tutors, Course Director, Undergraduate Programme Director and Head of School, at reasonable times;
- A Year Tutor to advise on pastoral and academic issues, and to offer support and;
- Access to University resources, including the Learning Resources Centres, and a range of supported IT equipment;
- Access to the services of the Liaison Librarian team;
- A programme of careers advice;
- Assistance and support for learning skills from specialist University staff;
- Access to the University's Student Services, including those offered by the careers service, financial advisers, medical centre, disability service, crèche, counselling service and chaplaincy.

Criteria for admission

Candidates must satisfy the general admissions requirements of the programme, which are as follows:

- a minimum of 280 points A/AS points from a minimum of 2 subjects at A2 level, *plus* GCSE English at grade C or above or Key Skills Communication at level 3 or above; *or*
- a minimum of 280 points at AVCE; *or*
- an HND/HNC; *or*
- a BTEC National Diploma; *or*
- a minimum of 280 points from a minimum of 2 subjects at Scottish Advanced Highers; *or*
- Irish Highers, with a minimum of four passes, a minimum of 360; *or*
- an International Baccalaureate with a minimum of 20 points; *or*
- a recognised Access Course qualification; *or*
- a degree from a British or Irish University or a CNAA degree
- mature students will be considered on an individual basis

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

Committees:

- Board of Studies
- Examination Board
- Faculty Academic Standards and Quality Enhancement Committee
- Learning and Teaching Committee
- Student Experience Committee
- Faculty Board
- Senate

- Mechanisms for review and evaluation:
- Individual module evaluation by students, staff and, where appropriate, other stakeholders
- Annual review of modules by module leaders and teaching staff
- Annual course evaluation reports and action plans
- Peer observation of teaching
- Individual performance reviews for staff
- External examiners' comments and formal reports
- Student representatives' feedback to Boards of Studies
- Consideration of the minutes of Boards of Studies by Student Experience Committee
- National Student Survey
- University Student Experience Survey
- Annual Course Development staff 'away-day' event
- Annual review by RICS Partnership Board for professional accreditation purposes
- University programme review and re-approval process