

## **PROGRAMME SPECIFICATION**

for the award of

**Degree Apprenticeship Chartered Surveyor- Real Estate Chartered Surveyor**

**Managed by the Faculty of Technology, Design and Environment**

**delivered by School of Built Environment**

<b>Date approved:</b>	July 2018
<b>Applies to students commencing study in:</b>	September 2018

### **1. RECORD OF UPDATES**

<b>Date amended</b>	<b>Nature of amendment</b>	<b>Reason for amendment</b>

## SECTION 1: GENERAL INFORMATION

<b>Awarding body:</b>	Oxford Brookes University/RICS
<b>Teaching institution and location:</b>	Oxford Brookes University- flying faculty
<b>Language of study:</b>	English
<b>Final award/s:</b>	BSc (Hons) Real Estate RICS Assessment of Professional Competence (APC) - Chartered Surveyor Level 2 English and Maths (if not held by the candidate on entry)
<b>Programme title:</b>	Real Estate
<b>Interim exit awards and award titles available:</b>	Certificate of Higher Education – CertHE Named Diploma of Higher Education - DipHE Degree Ordinary - BSc
<b>Brookes course code:</b>	BE63
<b>UCAS code:</b>	N/A
<b>JACS code:</b>	N230
<b>HECoS code:</b>	100586
<b>Mode of delivery:</b> (Mode of Study given in brackets)	Distance Learning (Years 1 to 3 - full time; Year 4 - part-time)
<b>Duration of study:</b>	BSc (Hons) Real Estate - 4 years (12 trimesters) Full Apprenticeship- 5 years (15 trimesters)
<b>Subject benchmark statement/s which apply to the programme:</b>	The Land, Construction, Real Estate and Surveying Subject Benchmark Statement 2016
<b>Professional accreditation attached to the programme:</b>	Currently subject to approval from The Royal Institution of Chartered Surveyors (RICS) - <a href="http://www.rics.org/">http://www.rics.org/</a>
<b>Apprenticeship Standard:</b>	Chartered Surveyor Degree Apprenticeship <a href="https://www.instituteforapprenticeships.org/apprenticeship-standards/chartered-surveyor-degree/">https://www.instituteforapprenticeships.org/apprenticeship-standards/chartered-surveyor-degree/</a>
<b>University Regulations:</b>	The programme conforms to the University Regulations for the year of entry as published/archived at: <a href="http://www.brookes.ac.uk/regulations/">http://www.brookes.ac.uk/regulations/</a>

## SECTION 2: WHY STUDY THIS PROGRAMME?

The Oxford Brookes Chartered Surveyor apprenticeship prepares apprentices to become Chartered Surveyors practicing in Real Estate. Developed from the highly regarded Real Estate Management degree, delivered by Oxford Brookes University for almost 50 years, apprentices will study over four years for a BSc Honours degree, and complete the RICS APC at the end of the programme as the specified End Point Assessment. The APC is a period of structured practical training and professional development that ends with the Final Assessment and ensures that candidates joining the RICS are competent to practise as a chartered surveyor. During their degree apprentices will be recording the required Continuing Professional Development (CPD) and preparing their portfolio for the Summary of Experience. The Dissertation/Applied Project can be focused towards the final Case Study submission to ensure the apprentice is ready to sit the final interview as early as possible upon graduating.

The course is designed with the needs of employers and apprentices in mind. The intensive workshop sessions and blended online sessions will allow apprentices to effectively combine work based practice and undergraduate study. Apprentices study all year round, attending intensive workshop blocks over the course of the year and completing the remainder of their study and assessments through online learning. Induction at the start of each year will be in Oxford.

## **SECTION 3: PROGRAMME LEARNING OUTCOMES**

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

### **3.1 ACADEMIC LITERACY**

PLO1 have a sound understanding in some depth of the core subject areas of real estate management, including commercial, residential and mixed-use (investment, planning and management processes and techniques, economics, law and finance, construction and sustainability)

PLO2 demonstrate an ability to apply the above in the planning and management of real estate solutions

PLO3 have a knowledge of the professions and industries allied to real estate management, their operation and the linkages between them

PLO4 have an understanding of the power and interests of all those involved in the production and consumption of real estate

PLO5 apply management principles and practice to the solution of real estate management problems

PLO6 demonstrate a confident familiarity with the process of development and investment in its relation to the real estate profession

PLO7 understand issues of health & safety within the role of the real estate manager and their place in the social, operational and economic context of development, investment, occupation and disposal of built assets

### **3.2 RESEARCH LITERACY**

PLO8 apply the processes of critical analysis and reflection to research projects in real estate management

### **3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY**

PLO9 apply a logical approach to problem solving

PLO10 be a capable and enthusiastic independent learner throughout her/his life

PLO11 communicate effectively in oral, written and graphic media

PLO12 be self-aware and competent in self-management

### **3.4 DIGITAL AND INFORMATION LITERACY**

PLO13 competently use communication and information technology

PLO14 apply software to the solution of problems in real estate management

### **3.5 ACTIVE CITIZENSHIP**

PLO15 show an understanding of the practice of real estate management in the development and maintenance of both the physical and the financial assets in their social economic and environmental context

PLO16 have an understanding of professional ethics, their impact on the operation of the real estate profession and their influence on society; conflict avoidance/dispute resolution; communities and the stakeholders with whom they have contact

PLO17 have an awareness of real estate management in its national and international contexts

## **SECTION 4: CURRICULUM CONTENT & STRUCTURE**

### **4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:**

Code	Module Title	Credits	Level	Status	Coursework:
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Updated December 2017

					<b>Exam ratio</b>
U35100	Introduction to Property Management	15	4	Compulsory	100% Coursework
U35101	Economics of Built Environment	15	4	Compulsory	100% Coursework
U35102	Introduction to Valuation	15	4	Compulsory	100% Coursework
U35103	Understanding Construction	15	4	Compulsory	100% Coursework
U35104	Contract Law	15	4	Compulsory	100% Coursework
U35105	Tort Law	15	4	Compulsory	100% Coursework
U35106	Integrative Project – Portfolio of Workplace Learning (Part 1)	15	4	Compulsory	100% Coursework
U35107	Introduction to Land Use Planning	15	4	Compulsory	100% Coursework
U35120	Construction & Appraisal of Real Estate	15	5	Compulsory	100% Coursework
U35121	Valuation & Investment	15	5	Compulsory	100% Coursework
U35122	Real Estate Accounting & Finance	15	5	Compulsory	100% Coursework
U35123	Land Law	15	5	Compulsory	100% Coursework
U35124	Landlord & Tenant Law	15	5	Compulsory	100% Coursework
U35125	Integrative Project – Portfolio of Workplace Learning (Part 2)	0 Pass/Fail	5	Compulsory	100% Coursework
U35126	Strategic Real Estate Asset Management	15	5	Compulsory	100% Coursework
U35127	Development Process & Planning	15	5	Compulsory	100% Coursework
U35128	Integrative Project – Portfolio of Workplace Learning (Part 3)	15	5	Compulsory	100% Coursework
U35170	Corporate Real Estate	15	6	Compulsory	100% Coursework
U35171	Applied Valuation	15	6	Compulsory	100% Coursework
U35172	Real Estate Investment	15	6	Compulsory	100% Coursework
U35173	Development Appraisal & Funding	15	6	Compulsory	100% Coursework
U35174	Research Methods	15	6	Compulsory	100% Coursework
U35175	Integrative Project – Portfolio of Workplace Learning (Part 4)	15	6	Compulsory	100% Coursework
U35199	Dissertation	30	6	Compulsory	100% Coursework

<b>Code</b>	<b>End Point Assessment - title and description</b>	<b>Integrated</b>	<b>Non integrated</b>
<b>TBC</b>	RICS Assessment of Professional Competence (APC)	N	Y

#### **4.2 PROGRESSION AND AWARD REQUIREMENTS**

Updated December 2017

Progression onto Level 5 and 6 modules normally require pre-requisite modules in Level 4 and 5 to be passed. For full details of pre-requisite links between modules see the subject diagram provided in Section 3 of the programme handbook.

Requirements for Named Dip HE: All level 4 and 5 modules are compulsory.

Requirements for BSc Ordinary: All level 4 and 5 modules are compulsory + any 60 credits at Level 6.

Requirements for Chartered Surveyor membership - BSc Honours and APC pass.

#### **4.3 PROFESSIONAL REQUIREMENTS**

Professional accreditation from the Royal Institution of Chartered Surveyors (RICS) is achieved through the successful completion of the BSc (Hons) degree as set out in the University Undergraduate Modular Programme Regulations and of the Assessment of Professional Competence. The Royal Institution of Chartered Surveyors (RICS) accreditation is achieved through the approved mapping of programme modules against the professional competences set out in the RICS Assessment of Professional Competences (2006). Accreditation for this course is pending RICS approval and will then be reviewed and renewed biannually at the RICS/Brookes Partnership meeting.

### **SECTION 5: TEACHING AND ASSESSMENT**

#### **Learning and teaching**

Apprentices will complete the Real Estate degree over a four year period. Apprentices study all year round, attending intensive workshop blocks over the course of the year and completing the remainder of their study and assessments through online learning. Following completion of the degree they will be supported by the University and employer in their final preparation for the APC.

The apprentice's progress in the workplace is assessed in partnership with the employer. Apprentices will complete a log book detailing their professional development throughout the programme in preparation for the APC. There will be regular meetings between the apprentice, employer and tutors to monitor both work-based and academic progress.

The timetable is organised as follows:

- Apprentices will complete two degree modules every four months (6 modules annually) for the first three years of the programme.
- In the final year apprentices will complete one module and a double dissertation.
- In addition, apprentices will study an integrative project module each year. As part of the module apprentices will reflect on professional progress within their log books and employers will contribute towards an assessment of progress in the workplace.
- Additional sessions in English and Maths with a partner College for apprentices who do not hold level two qualifications at the beginning of the course.
- Following completion of the degree, apprentices will prepare for the final stage of the APC supported by the University tutors and their employer.

Every module of study is designed with specific learning outcomes that enable students to develop in the five key graduate attributes of academic literacy, research literacy, critical self-awareness and personal literacy, digital and information literacy, and active citizenship.

Various learning resources have been developed to support independent learning. Module guides, reading lists, a broad range of webinar and online resource and assignment briefings underpin independent learning. These materials enable students to make informed choices and to exercise self-direction in pursuing aspects that are of interest to them within the framework of the module as a whole.

Online drop in sessions and tutorials allow individual and small group consultations with lecturers around matters of course content, coursework and the practical demands of learning.

### **Assessment and feedback**

Assessment encompasses all judgements made about the work of a student and/or their skills, abilities and progress, and the associated provision of feedback. The Brookes Assessment Compact sets out the aims and responsibilities for assessment for both the University and students. The course provides an appropriate balance of assessment methods throughout its duration and on a semester by semester basis. It is intended that the assessment method employed in each individual module will test the general educational aims and assess the learning outcomes as detailed in the syllabus of that particular subject area, whilst complementing the teaching and learning methods and the variety of the student learning and experience.

Assessment in form other than in unseen exam may be new to students and they may experience novel situations of peer assessment and self-assessment. The intention is to provide an appropriate balance between the following forms of assessment

- diagnostic: that which provides information about the individual
- formative: that which helps students in their learning
- summative: that which gives a final and total measure of students' attainment.

All module handbooks contain a description of the assessment types and methods, and provide the specific assessment criteria used by staff in the awarding of grades. An assessment schedule is also provided with dates for submission and feedback.

All modules are 100% coursework and the aim is to give individual written feedback within two weeks from the coursework submission deadline. All dissertation and Independent Study Modules are double marked. A percentage of other assessed work is double marked within the Department to ensure that the standard and profile of marking is appropriate.

A sample of tests and coursework is passed to the External Examiner. The sample sent will normally include all A-grades; all fails, borderline cases and some examples of middle-grade marks. The Real Estate Subject Examination Committee meets on a semester basis to discuss student progression and performance with the External Examiner present. These meetings are followed by meetings of the full Modular Examinations Committee where awards are made.

Feedback can be about individual assignments, group work, a draft assignment or even ideas about a future project (independent study or dissertation). Feedback can help students to self-assess their work against assessment criteria as well as understanding what they have done wrong in an assignment. It will help students to improve their future assignments and to approach work in further modules. Feedback comes in many different forms including: written comments, verbal comments about individual or group work, or comments made during class discussions.

## **SECTION 6: ADMISSION TO THE PROGRAMME**

### **6.1 ENTRY REQUIREMENTS**

Prior qualifications necessary for entry to the programme, including English language requirements. Apprentices should hold a level 3 qualification in a related subject. For those holding a full level 3 qualification (e.g. 3 A Levels, a BTEC Extended Diploma or Access to HE Diploma) we would typically be looking for candidates to achieve 112 points. The University is happy to consider applicants holding an advanced apprenticeship in a relevant subject area or other professionally relevant qualifications at level 3 or above.

If an apprentice does not hold level 2 English and Maths qualifications prior to the start of the apprenticeship programme, they must complete it during the first year of the programme. An initial assessment will be conducted to ensure the apprentice is well equipped to complete the programme, an alternative programme may be recommended if the candidate would benefit from completing some further study at level 2 or 3 before joining the apprenticeship.

### **6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED**

The delivery team will meet with candidates the employer would like to put forward to ensure that the programme is a good fit in terms of their previous experience, prior attainment and the apprentices career aims.

The University will undertake funding eligibility checks with the employer and apprentice and will ensure commitment statements and the employer agreement is signed prior to enrolment on the programme.

### **6.3 JOB ROLE/EMPLOYER PROFILE (DEGREE AND HIGHER APPRENTICESHIPS)**

The apprentice should be employed as a trainee Surveyor in a real estate setting. Over the course of their employment, the apprentice should have work based opportunities which will allow them to successfully complete the apprenticeship.

Typically a Trainee Surveyor will have opportunities to:

- provide professional advice and recommendations to clients relating to land, property or construction
- manage client instructions from engagement to completion
- liaise with other professionals
- negotiate contracts and prices
- analyse data relating to land, buildings or construction
- follow due diligence in providing advice to clients
- undertake detailed inspections of buildings, land or construction
- analyse information from inspections or visits to buildings, land and construction sites.

## **SECTION 7: PREPARATION FOR EMPLOYMENT**

On completion of the programme apprentices will hold an undergraduate degree, have around five years of work experience in a real estate setting and Chartered Surveyor status. The rates of continuation in employment or progression to further study in England for apprentices is high- in 2016/17 over 90% of apprentices who completed their programme continued in employment or further study.

Apprentices will have the same access to Brookes career services and alumni support as well as RICS professional resources and networks.