

**PROGRAMME SPECIFICATION**

for the award of

**BSc (Hons) Real Estate Management**

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

**delivered by School of the Built Environment**

<b>Date approved:</b>	February 2017
<b>Applies to students commencing study in:</b>	September 2018

**RECORD OF UPDATES**

<b>Date amended*</b>	<b>Nature of amendment**</b>	<b>Reason for amendment**</b>
<b>July 2016</b>	<b>Transferred to new template</b>	<b>CMA Compliance</b>
<b>October 2016</b>	<b>Checked for errors and amended by Subject Coordinator and Programme Lead.</b>	<b>Subject specialist knowledge.</b>
<b>February 2017</b>	<b>Update title of U35026 and change in CW/Exam ratios in U35011 and U35034</b>	<b>Minor Changes</b>

## SECTION 1: GENERAL INFORMATION

<b>Awarding body:</b>	Oxford Brookes University
<b>Teaching institution and location:</b>	Oxford Brookes University, Headington Campus
<b>Language of study:</b>	English
<b>Final award:</b>	BSc (Hons)
<b>Programme title:</b>	Real Estate Management
<b>Interim exit awards and award titles available:</b>	Certificate of Higher Education – CertHE Diploma of Higher Education - DipHE
<b>Brookes course code:</b>	EM
<b>UCAS code:</b>	N230
<b>JACS code:</b>	N230
<b>HECoS code:</b>	100586
<b>Mode of delivery:</b>	<b>Full-time</b> (3 Years face to face/on-campus) <b>Part-time</b> (6 Years face to face/on-campus)
<b>Mode/s and duration of study:</b>	<b>Full-time</b> - Normal duration – 3 years, Maximum Duration – 8 Years (16 semesters) <b>Part-time</b> - Normal duration – 6 years, Maximum Duration – 8 Years (16 semesters)
<b>QAA subject benchmark statement/s which apply to the programme:</b>	Construction, Property and Surveying (2008)
<b>Professional accreditation attached to the programme:</b>	The Royal Institution of Chartered Surveyors (RICS) - <a href="http://www.rics.org/">http://www.rics.org/</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 BSc (Hons) Real Estate Management is a three year full-time course that provides an education in real estate management and the disciplines that contribute to it. It is accredited by the Royal Institution of Chartered Surveyors (RICS) and is therefore structured and designed for students that wish to go on and gain membership of this professional body. In particular the course is structured for the RICS pathways for Commercial Property Practice, Valuation, Planning & Development and Residential.

The course allows students to combine academic and professional interests in ways that open up potential career paths and extend their personal development. Although most graduates go on to work in the property industry, the course also provides a solid foundation for those intending to take up roles in general management in other industries

The curriculum for the course has the main themes: Management, Economics & Valuation, Law, and Planning and Development. Each theme comprises a group of related modules whose inter-relationships and complexity are developed as the course progresses. Additionally, the themes are prevented from becoming in any way separate entities by the incorporation of integrative project modules in each year of the course, whose purpose is to equip students with the understanding and skills to integrate the processes of estate management within a commercial, residential and professional context.

Through the departmental professional liaison group, the programme has very strong links with property industry which provide many benefits including internships, visiting speakers, site visits, professional mentoring, and student sponsorship.

The course also provides the opportunity for some of the syllabus (one or two semesters) to be studied abroad as part of our international exchange programme. This includes course links with European, American and Australian Higher Education Institutions.

The BSc (Hons) Real Estate Management degree aims to:

- Provide students with the knowledge and skills necessary to undertake a career as a property professional, able to respond to a range of client needs in a competent and responsible way;
- Provide programmes of study which encourage and enable the development of the intellectual and practical skills of the student in the processes underpinning the finance and management of resources and the appropriate deployment of current technology within the context of changing social, economic, legal, technological, political and environmental frameworks;
- Provide students with skills for life-long learning, study and enquiry, and to appreciate the contribution of education and real estate management to help to meet the needs of society;
- Provide students with skills necessary for leadership roles in the global real estate markets of the 21<sup>st</sup> Century
- Provide graduates with the skills and knowledge to prepare for admission to an appropriate Real Estate Management professional body and who have the ability to continue to acquire knowledge and skills after graduation.

The course is designed specifically to meet the learning outcomes of the QAA Subject Benchmark Statements and the professional competencies required by the Royal Institution of Chartered Surveyors.

Please refer to the following link to view the staff profiles within the School of the Built Environment:

<http://rec.brookes.ac.uk/staff/index.html>

## **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
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### 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 a 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: Exam ratio
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U35001	Economics of Built Environment	15	4	Compulsory	50:50
U35008	Introduction to Spatial Planning	15	4	Compulsory	50:50
U35009	Introduction to Valuation	15	4	Compulsory	50:50
U35010	Foundation Real Estate Law 1	15	4	Compulsory	100:0
U35011	Foundation Real Estate Law 2	15	4	Compulsory	30:70
U35012	Integrative Project 1	15	4	Compulsory	100:0
U35013	Introduction to Property, Management and Professional Practice	15	4	Compulsory	100:0
U35014	Introduction to Building Design and Appraisal	15	4	Compulsory	50:50
U35020	The Construction and Appraisal of Real Estate	15	5	Compulsory	50:50
U35024	Planning and Development Practice	15	5	Compulsory	50:50
U35025	Integrative Project II	15	5	Compulsory	100:0
U35026	Real Estate Accounting and Finance	15	5	Compulsory	50:50
U35028	Research Methods	15	5	Compulsory	100:0
U35030	Land Law	15	5	Compulsory	100:0
U35034	Landlord and Tenant Law	15	5	Compulsory	30:70
U35037	Valuation and Investment	15	5	Compulsory	50:50
U35071	Commercial and Residential Development	15	6	Compulsory	50:50
U35072	Applied Valuation	15	6	Compulsory	50:50
U35073	Property Management	15	6	Compulsory	100:0
U35074	Management of Corporate Real Estate	15	6	Compulsory	100:0
U35094	Integrative Project III - PPT	15	6	Compulsory	100:0
U35097	Real Estate Investment	15	6	Compulsory	50:50
U35099	Dissertation	30	6	Compulsory	100:0
U6****	Language Modules <i>(maximum of 2 modules normally taken in years 2 and/or 4)</i>  U615** French: A1, A2, B1(1), B1(2), B2(1), B2(2) U620** German: A1, A2, B1(1), B1(2), B2(1), B2(2) U627** Mandarin Chinese: 1A, 1B, 2A, 2B U630** Japanese: Beginners U635** Spanish: A1, A2, B1(1), B1(2), B2(1), B2(2)	15	4 or 5	Alternative Acceptable	Varies but typically one of the following: 100:0 60:40 70:30

## 4.2 PROGRESSION AND AWARD REQUIREMENTS

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 4 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

## 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.

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). This accreditation is reviewed and renewed biannually at the RICS/Brookes Partnership meeting.

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

### Teaching and Learning

A wide range of teaching and learning methods are used to achieve programme objectives, including lectures, seminars, workshops, computer classes, site visits, fieldwork, case studies, simulations and group work. Smaller group sessions, such as seminars and workshops, foster discussion, analysis and the development of interpersonal and problem-solving skills. Independent learning is developed and nurtured through student-led seminars, individual and group project work, and the dissertation. The dissertation is supported by a structured programme aimed at leading students through the key stages in its development, focusing on the importance of research and research methods, as well as individual supervision.

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 and assignment briefings underpin independent learning. They outline the aims and objectives of the module, its structure, week-by-week content and the timetabled assessment tasks that students must undertake. They 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.

Academic staff in the department make significant use of electronic resources. This can take the form of online module descriptions and handbooks, links to relevant web-sites, seminar materials, lecture slides and electronic testing. The department is fully committed to the use of online resources and is engaged in the utilisation of Brookes Virtual Learning Environment software for resource-based learning. Students are also encouraged to attend Library and IT training sessions, and draw upon appropriate software and networked facilities for presentations by making use of Media Workshop resources and expertise.

Office hours 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 examine 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. Group work that is assessed is closely monitored in line with University policy to ensure equity in the provision of marks awarded to a group. Where appropriate, students enter into a contract with each other over the conduct of group work, providing the module leader with a consensual basis for assessing those not contributing to the group effort.

On modules with a coursework component 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 examination 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 Management 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.

Typical contact for each module is 2-3 hours a week and can involve lectures, seminars, practicals, workshops, tutorials, etc. In addition, each student is expected to carry out 100-120 hours of independent study and research on the subject.

The programme modules are either coursework only or coursework and exam, with a typical split of 46% - 54% respectively.

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

### **6.1 ENTRY REQUIREMENTS**

Prior qualifications necessary for entry to the programme, including English language requirements.

From 2017 entry, typical offers:

- A-LEVEL ABB-BBB
- IB 32-33 points
- BTEC DDM
- UCAS 120-128 points

Points may be counted from qualifications equivalent to 3 A-levels only.

Please follow this link for details of the new UCAS Tariff: <http://www.brookes.ac.uk/studying-at-brookes/how-to-apply/ucas-tariff---achieving-120-points/>

All to include GCSE: Mathematics grade C or above

#### **Interview**

Applicants are required to attend an interview (usually between December and mid-March) before an offer is made. Offers and the level of offers are dependent on performance at interview.

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

The Real Estate Management programme offers good graduate employability. First destination surveys annually show a high percentage of students in full-time employment within 6 months of graduating. The majority of students are employed as graduate property and real estate managers in the areas of commercial property practice, planning and development and valuation, as befitting the course.

The main link with employers is through the departmental Real Estate Professional Liaison Group as well as the established links with graduate employers. There is also support from the Oxford Brookes Real Estate Management Alumni Society (OBREMS). These links provide the following benefits to students and the course:

- Visiting speakers from industry and professional bodies
- Internship opportunities for work-based learning
- Site visits to development projects
- Course development advice and feedback
- Student mentoring
- Research collaboration
- Sponsorship of student prizes and scholarships