

PROGRAMME SPECIFICATION

Course record information

Name and level of final award:	BSc (Hons) Real Estate The BSc Real Estate is a BSc degree that is Bologna FQ-EHEA first cycle degree or diploma compatible.
Name and level of intermediate awards:	Diploma of Higher Education Certificate of Higher Education
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Central London, Marylebone Campus
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	Three years full time Five years part time September start
QAA subject benchmarking group(s) :	Construction, Property and Surveying (2008)
Professional statutory or regulatory body:	Royal Institution of Chartered Surveyors
Date of course validation/review:	November 2016
Date of programme specification approval:	March 2017
Valid for cohorts :	2017/18
Course Leader	Martin Bell
UCAS code and URL:	N230 westminster.ac.uk/courses/undergraduate

Why study BSc (Hons) Real Estate?

Real Estate is a dynamic, sociable, high earning profession. It encompasses most areas of Commercial (Industrial, office and retail) and Residential Property.

This course gives a thorough understanding of all aspects of real estate including buying and selling, valuing, developing, planning, managing, and investing in various property markets.

The course is designed to prepare students for employment as surveyors and property advisors. Examples of employment entered into by recent graduates include large and small property advisors, property companies, local authorities, developers, health trusts, investment firms, landed estates and many other property-related areas.

The course is accredited by the Royal Institution of Chartered Surveyors (RICS) and fulfils the academic requirements for Students who wish to become Professional Members of the RICS with the designation MRICS after gaining experience in the workplace and passing the Assessment of Professional Competence after graduating.

What are the minimum entry requirements for the course?

There are standard minimum [entry requirements](#) for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information.

For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements.

More information can be found here: westminster.ac.uk/courses/undergraduate/how-to-apply

Aims of the course

The BSc (Hons.) Real Estate course allows graduates to complete the academic requirements of membership status of the Royal Institution of Chartered Surveyors. It aims to provide students with a sound academic and theoretical knowledge of Real Estate in its many forms and the practical applications arising. The modules are mapped to both the Commercial Practice and Residential RICS Assessment of Professional Competence pathways. The course is accredited by the RICS.

What will you be expected to achieve?

Learning outcomes are statements on what successful students have achieved as the result of learning. These are threshold statements of achievement and the learning outcomes broadly fall into four categories:

- The overall **knowledge and understanding** you will gain from your course (KU).
- **Graduate attributes** are characteristics that you will have developed during the duration of your course. (GA)
- **Professional and personal practice learning outcomes** are specific skills that you will be expected to have gained on successful completion of the course. (PPP)
- **Key transferable skills** that you will be expected to have gained on successful completion of the course. (KTS)

Upon completion of level 4, you will:

1. Develop an understanding of the property and business environment in which you are likely to operate including social, environmental, ethical issues and practices (KU, KTS, PPP).
2. Draw from a range of disciplinary approaches to describe the principles of valuation, property management and development (KU, KTS, PPP).
3. Be able to contextualise previously acquired numeracy, research, literacy and digital skills within the framework of property related professional skills (KTS, PPP).
4. Have an awareness of local and global built environment settings and the role of sustainability in those settings (KU, GA).
5. Devise creative and entrepreneurial responses to problems (KTS, GA).
6. Be able to act with appropriate autonomy under direction and supervision within defined guidelines and understand the needs and benefits of self-reflection (KTS, PPP, GA).

Upon Completion of level 5, you will

1. Evaluate and apply well established theories and practice in Real Estate to a range of scenarios within international, national, regional and local settings (KTS, KU, PPP).

2. Be able to collect and synthesise property market information, and provide solutions to problems in unfamiliar contexts (KU, KTS, PPP, GA)
3. Be able to analyse a range of information pertinent to the study of Real Estate comparing alternative methods and techniques, selecting appropriate techniques to solve practical issues (KTS, KU, GA)
4. Be able to undertake complex performance tasks in the relation to the study of real estate markets and be able to analyse the performance of yourself and others (KTS, GA, PPP)
5. Be able to adopt interpersonal and communication skills to a range of situations (GA, PPP).
6. Be able to act with limited supervision and direction, within defined guidelines accepting responsibility for achieving personal and/or group outcomes (GA, KTS, PPP)

Upon completion of level 6, you will

1. Be able to identify, analyse and critically appraise complex property issues in a local and global context appropriate to context, situation, people and environment (KU, KTS, GA)
2. Be able to research and critically assess alternative strategies in Real Estate and select solutions in relation to given criteria (KTS, PPP, GA)
3. Be able to demonstrate and critically review ethical working in the property market and the application of professional codes, standards and issues of sustainability in the built environment.(KU, KTS, GA, PPP)
4. Be able to apply effective professional communication across all key media formats expected in the professional field (written, oral, technical, digital) (KTS, PPP, GA)
5. Be capable of innovative thinking to propose appropriate (legal, technical and ethical) solutions applicable to problems (KTS, PPP, GA).

How will you learn?

Lectures will normally be about 60-120 minutes long, with an emphasis on developing new ideas and knowledge, and showing how they can be applied to the analysis and solution of practical problems. Guest lecturers provide specialist expertise and report on current issues.

Seminars are small group sessions that supplement lecture programmes and aim to encourage discussion of key issues. You will be required to produce, present and discuss seminar papers.

Project work is an integral part of the course, and will invariably be based on real-life, current issues and cases. Projects may be undertaken on an individual or team basis, and are used to apply and integrate ideas in a realistic context, and to develop research, management and study skills.

Tutorials are used when individual or small group contact is needed. Tutorials are an essential part of team and individual projects. They may also be used to provide guidance on specific problems.

Field trips and study visits provide opportunities to examine property related issues at first hand, discuss them with practitioners and to apply theories and skills in practical circumstances. The course includes optional field trips in the UK, one optional field trip outside of the UK and a number of external study visits (subject to annual variation). Field trips and study visits are associated with projects and assignments.

Work experience is encouraged and supported throughout the course.

Students will be encouraged to shadow surveyors in practice after the end of level 4 and will need to undertake work experience in a property related firm at the end of level 5.

Work experience is supported with training and opportunities are offered by the Career Development Centre (CDC). Further accreditation of work based learning can be obtained in the Professional Practice module at Level 6.

Private study includes reading, researching, managing project work, and writing, revising and producing assignments.

How will you be assessed?

The course offers a variety of assessment methods which have been designed to link with the learning outcomes. The assessments will normally be based on the following table:

Type of Assessment	Weight (AU)	Credit Rating
3,500 - 4,000 word individual report or essay or portfolio	1.0 AU	20
1,500-2,000 word individual report or essay or portfolio	0.5 AU	10
1hr 30 min examination	0.75 AU	15
1 hour in-class test	0.5 AU	10
Individual presentation (10-15 min)	0.25 AU	5
Group presentation (15-20 min)	0.25 AU	5
1,500-2,000 word group report	0.5 AU	10

There will be formative assessment in most modules, taking different forms but sometimes comprising the submission of a draft assessment or outline/coursework plan for comment, or an interim presentation. The purpose of formative assessment is to allow students to receive informal feedback before they submit a final piece of work for marking and it enables students to be aware of the required level in marked work.

The programme includes a 40 credit module at level 6, entitled Development Project. This module includes the final piece of group work which is a synoptic assessment covering all modules in the course. It is a practical piece of work which is assessed by both a written project and a group presentation. This takes the place of an undergraduate dissertation and is a practical assessment. Many alumni have commented that this piece of work has been the most beneficial in their post-graduation careers. It has also been praised by external examiners.

Employment and further study opportunities

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinking
- Literate and effective communication
- Entrepreneurialism
- Global outlook and the ability to engage in communities
- Social, ethical and environmental awareness

The University encourages Continuing Professional Development. We are members of the CPD foundation and the course team chair the CPD presentations. Students are encouraged to attend the CPD foundation lectures

The University also runs bespoke APC training courses to help graduates from University of Westminster and other universities prior to sitting their final assessments for the RICS APC.

The BSc (Hons) Real Estate aims to create graduates who are:

Critical and creative thinkers

Creativity and critical thinking are key to the property sector. Developing critical thinking extends and often challenges previous academic experience and cultural expectations. During the course students read, discuss and gain critical awareness by critiquing theory and practice. Case studies reflecting real world situations are used to develop problem solving skills, encouraging students to 'think outside the box' and to explore issues from a variety of disciplinary approaches. Students are encouraged to critically engage with broad range of academic and professional literature exploring debates about ethics, inequality, sustainability as well as the management literature. They participate in practical projects which require them to plan, anticipate problems and to synthesize information to identify creative solutions.

Literate and effective communicators

This attribute includes a wide range of communication methods including academic and professional written work and oral communications. It also encompasses numeracy, digital literacy and information literacy. The real estate sectors rely upon 'people' skills and require the ability to communicate confidently, accurately and effectively. Our students need to be able to listen to others, persuade people, develop coherent arguments and to draw upon and use evidence to support their arguments/views.

The course is designed to provide opportunities to enhance effective communication skills as students develop international/intercultural experiences and an awareness of intercultural communication nuances. As the course progresses students learn how to develop strategies to communicate to varied audiences.

In order to be effective communicators, real estate students need to develop traditional (face to face) as well as digital communication skills. They need to:

- Develop written arguments which are clearly structured and grammatically correct.
- Understand communication styles in different contexts.
- Develop listening skills considering different views when making decisions.

They also need to be numerate demonstrating that they understand and can interpret quantitative data and apply this in different contexts. They must be digitally literate, demonstrating that they are skilled in using Word, excel, A/V technologies including PowerPoint/Prezi, blogging and tweeting and industry specific digital applications. They need to be information literate, demonstrating skills in finding relevant information sources, synthesizing the information, and communicating it using appropriate channels.

Entrepreneurial

Real estate students develop entrepreneurial skills through a variety of activities. In some modules they work collaboratively, engaging in activities which involve teamwork to consider and solve problems. They learn how to evaluate study material together and collaboratively develop verbal and written work for assessment.

During their studies they also develop individual skills sets including communication and problem-solving skills. Students develop an ability to reflect upon and manage their learning and through this start to develop self-confidence and self-belief. Self-reflection is balanced with the development of a good understanding of the ethical, social and professional context in which they operate. Students build up an understanding of risk and willingness to take risks. As their studies progress, students become more outward looking and industry engaged, demonstrating commercial and professional awareness. They gain access to and experience of work environments and use these experiences to manage their careers and to develop and manage their digital identities.

Global in outlook and community engaged

The property industry has an international focus and a global outlook is essential for all graduates. Our courses encourage students to become ethically, socially and culturally conscious and to be aware of the finite nature of resources and systems. The development of this attribute is intrinsic to their learning, embedded in our teaching activities and underpins

everything the student does. Learning is underpinned by wide ranging and global literature which engages in varied community practices. Students learn through case studies from around the world in order to develop a practical understanding of practice and events in different cultural contexts. We have a highly diverse student group which provides opportunities to learn about other cultures and to think about their own communities and events within a global context.

Socially, environmentally and ethically aware

Our students develop a pragmatic and active knowledge of sustainability concepts. They are encouraged to participate in life-long learning to develop personal resilience and reduce risk.

They develop skills in adaptability and forward thinking. We support a culture of participation and engagement with students being encouraged to be “joiners not onlookers”. Our students are outward looking with a sense of responsibility to wider world. This diverse group actively engages with debates about mobility and diversity whilst exploring social and environmental issues in a global context

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and helps to enhance the experience of our students.

The BSc (Hons) Real Estate course aims to create graduates who are able to demonstrate the five graduate attributes in the world of real estate and property. The course already has a high employability outcomes. By mapping the modules to the RICS APC pathways, graduates will further increase their employment potential.

Course structure

This section shows the core modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following the feedback from a variety of sources.

Formally Credit Level 4				
Module code	Module title	Status	UK credit	ECTS
4PROP003W	Introduction to Property	Core	40	20
4BUIL001W	Introduction to Building Technology	Core	20	10
4PROP001W	Introduction to Government and Law	Core	20	10
4PLAN001W	Introduction to Planning and Sustainability	Core	20	10
4PROP002W	Introduction to Property Economics and Property Accountancy	Core	20	10
Award of Certificate of Higher Education available				
Credit Level 5				
Module code	Module title	Status	UK credit	ECTS
5PROP002W	Housing Law and Practice	Core	20	10
5PROP003W	Residential Survey and Development	Core	20	10
5PRMN001W	Commercial Practice	Core	40	20
5PLAN001W	Planning Practice	Core	20	10
5PRMN002W	Property Business	Core	20	10
Award of Diploma of Higher Education or Foundation Degree available				
Credit Level 6				
Module code	Module title	Status	UK credit	ECTS
6PROP001W	Development Project	Core	40	20
6PRMN002W	Property Management	Core	40	20
6PROP002W	Professional Practice	Core	20	10
6PROP003W	Global Practice	Core	20	10
Award BSc available				
Award BSc Honours available.				

Professional Body Accreditation or other external references

The BSc Real Estate course is accredited by the Royal Institution of Chartered Surveyors. The course is mapped to both the Residential and the Commercial Practice pathways.

To become a Member of the RICS graduates also need to take the Assessment of Professional Competence. This requires at least 2 years' experience in Practice followed by the final Assessment

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations

How will you be supported in your studies?

Course Management

BSc (Hons) Real Estate is housed in the Faculty of Architecture and the Built Environment. The Faculty has 3 departments, namely, Architecture, Planning and Transport and Property Construction.

This course sits in the Department of Property and Construction under the Property Studies Programme. The Programme leader for Undergraduate Property studies is responsible for the delivery of 2 courses, namely BSc (Hons) Real Estate and BSc (Hons) Property and Planning. The programme leader is supported by the Deputy Programme Leader and other lecturers in the department.

Academic Support

Upon arrival, an induction programme will introduce you to the academic staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Faculty Registry Office. You will be provided with the Course Handbook, which provides detailed information about the course.

The induction week is a programme of talks, library induction, a tour of facilities, a project based on London Bridges and the opportunity to get to know tutors and other students.

Each course has a course leader. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students

Learning Support

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students¹ can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student Affairs department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University.

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel in 2005. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from Course

¹ Students enrolled at Collaborative partners may have differing access due to licence agreements.

Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. Each Faculty puts in place an action plan. This may for example include making changes on the way the module is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peer. The University and the Students' Union work together to provide a full induction to the role of the student representatives.
- Each Faculty also has its own Faculty Student Forum with student representatives; this enables wider discussions across the Faculty. Student representatives are also represented on key Faculty and university committees.
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- The University also has an annual Student Experience Survey which seeks the opinions of students about their course and University experience. Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

Please note: This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and Demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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