



ROYAL AGRICULTURAL COLLEGE, CIRENCESTER

PROGRAMME SPECIFICATION

BSc (Hons) Property Agency and Management

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 College.

The information contained herein is correct at the time of going to print, but the College 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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1. Awarding Institution	Royal Agricultural College
2. Teaching Institution	Royal Agricultural College
3. Final Award Title(s)	BSc (Hons) Property Agency and Management
4. UCAS Code(s)	N210
5. Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FHEQ, FD qualification benchmark	QAA Subject Bench mark: Construction Property and Surveying 2008 FHEQ descriptors for honours degrees
6. Details of accreditation by a professional/statutory body	RICS
7. Mode of study	Full-time or part-time
8. Language of study	English
9. Date of production/revision	Produced for revalidation, July 2011
10. Educational Aims of the Programme	
<p>The College recognises the aspiration that its graduates will develop capabilities to:</p> <ol style="list-style-type: none"> 1. apply creative and compassionate thinking processes to social and organisational issues; 2. develop communication abilities using people, ideas, texts, media and technology; 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; 4. acquire and apply appropriate management, technical and practical skills and knowledge; 5. display an ability to reflect on and learn from one's own experiences; 6. recognise and accept continuing learning as being central to one's capacity to realise potential; 7. develop, express and be able to defend personal values, beliefs and ethics; 8. hold a perspective, which acknowledges local, national and international issues; 9. value a citizenship role, which is connected to and responsible for the social, environmental, political and economic systems in which we live. <p>The specific programme aims are to:</p> <ol style="list-style-type: none"> 1. Give students a significant understanding of the nature of associated theory, methods, practice and regulation of the residential and commercial property 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.

11. 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.

12. 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 an honours programme on a full-time basis would be three years. The maximum time allowed to complete a full-time honours programme on a full-time basis 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 and visits; 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; will take place outside of these scheduled activities, but are 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 College, 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.

<i>Property Agency and Management</i> Level 4	<i>Property Agency and Management</i> Level 5	<i>Property Agency and Management</i> Level 6
1003 Business Environment 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 1 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
1017 Landscape Modelling 15 credits	2066 Business and Property Finance and Taxation 15 credits	3068 Dissertation (RELM) 30 credits
1033 Business Finance 15 credits	2??? Property Market Analysis 15 credits	
1020 Introduction to Property Economics 15 credits	2??? Property Management 15 credits	Elective 1 15 credits
1019 Property Transactions 15 credits	2??? Property Agency 15 credits	Elective 2 15 credits

13. 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 College

- 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

14. Criteria for admissions

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

The minimum UCAS tariff points required for entry onto the course are 300 points with a minimum of 260 across three A2's or equivalent. The General Paper is disregarded as a relevant subject.

Edexcel/BTEC National Certificate/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 College's partnership agreement with the RICS.

All applicants should also have a minimum of grade C in GCSE English and Mathematics. For applicants whose first language is not English, a minimum English Language qualification at IELTS 6.5 is required.

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.

15. 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 College's Teaching Quality Handbook and the Disability Discrimination Act 2005. 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 College'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.

16. Work-based learning

Not applicable to this programme

17. Quality Assurance Procedures

The framework of policies and structures of the College, 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) Code of Practice in terms of academic quality and standards.

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

The Programme Management Team 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 Team 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 College 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).
- College Academic Quality and Standards Committee (AQSC).
- College 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 is regularly received and considered in the annual and periodic review process.

18. 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 College and are available on the College's website.

19. Ownership of programme specification

School of Real Estate and Land Management

20. Curriculum Map

BSc (Hons) Property Agency and Management: Curriculum map

Outcome	Level 4									Level 5							Level 6						
	Building Technology 1014	Law 1 1015	Valuation 1 1016	Property Transactions 1019	Introduction to Property Economics 1020	Landscape modelling 1017	Business Finance 1033	Business Environment 1003	Building Management 2006	Law 2 2030	Valuation 2 2037	Planning & Development 2033	Property Market Analysis 2???	Property Agency 2???	Business & Property Finance & Taxation 2066	Property Management 2???	Dissertation 3068	Contemp. Issues in Property & Society 3026	Practice Management 3027	Integrating Project 3025	Property Investment Finance & Valuations 3028	Elective 1	Elective 2
Knowledge and understanding of:																							
A1	X	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		
A3		X		X		X			X	X	X	X	X	X			X	X			X		
A4												X	X				X	X					
Intellectual Skills																							
B1	X	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	X		
B3	X			X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X		
B4																							
B5			X			X					X		X	X	X					X	X		
Professional Skills																							
C1			X		X		X	X	X	X	X			X	X			X	X	X	X		
C2		X		X	X				X	X	X	X	X	X			X	X		X	X		
C3	X					X			X					X						X	X		
C4				X			X	X	X			X	X	X	X		X	X	X	X	X		
Transferable Skills																							
D1		X	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		
D3	X	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	X		
D5	X		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	X		
D7	X	X	X	X	X	X			X	X		X	X	X	X		X		X	X	X		
D8					X	X					X			X				X		X	X		
D9	X		X	X	X	X			X								X		X	X	X		

21. Career prospects

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

The College 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 two years students seeking graduate employment in the profession continue to be successful. As a student, you will have the opportunity to attend employer presentations and careers events at College in your final year of study. Recent job opportunities have included APC training posts with national, regional and local firms of chartered surveyors, in both residential and commercial property agency, property management, investment and development.

If you choose not to follow a career in surveying, you will have many other career options open to you, as the course has a business/ financial management, and 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 in industry and business. Further qualifications will need to be acquired in these disciplines to apply for membership of the appropriate professional bodies.

22. Further information

Further information is available to current students on the programme's *Gateway* homepage at <http://gateway.rac.ac.uk/course/view.php?id=373>

23. Module Reference Sheets

Modules marked * are shared with other courses

Year 1:

- 1003 Business Environment *
- 1014 Building Technology*
- 1015 Law 1*
- 1016 Valuation 1*
- 1017 Landscape Modelling*
- 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

2??? Property Market Analysis

2??? Property Management

2??? 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*

Appendix 1: Module sheets

Module list: This list shows the status of all modules in the programme.

<i>Property Agency and Management Level 4</i>	<i>Property Agency and Management Level 5</i>	<i>Property Agency and Management Level 6</i>
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