

BSc (Hons) Real Estate (Top Up)

CEBE

**School of Engineering and Built
Environment**

Centre for Resilient Environments

Programme Philosophy

The BSc (Hons) Real Estate is a three year full time or five year part time degree programme which seeks to prepare would-be chartered surveyors for an exciting and challenging career in different areas of real estate practice in the UK and abroad.

The programme has been designed in line with the needs of potential employers in the public, private and third sectors. It has also been developed in accordance with the requirements of the Royal Institution of Chartered Surveyors (RICS) – the leading international recognised professional body for surveying – and accreditation will be sought for this new programme to replace the accreditation that the previous programme held.

RICS accreditation will allow you, if you so wish, to progress through your studies as student members and then to enrol onto the APC (Assessment of Professional Competence) to become Chartered Surveyors and Professional Members of the RICS through the Valuation, Commercial Property Practice, Property Investment and Finance, and Planning and Development pathways.

Since Real Estate is a broad area and inherently interdisciplinary, the programme has been designed specifically to cater to a wide variety of potential sub-specialisms, hence its applicability to four distinct professional pathways with the RICS. This therefore enhances the employability of successful graduates by maximizing your future career pathway options and gives them a well-rounded education and skill set making them highly desirable as new employees.

The curriculum offers a detailed understanding of real estate alongside an expert analysis of the processes of its ownership, development, occupation, valuation and management. In particular, and given the multi-dimensional nature of real estate, you will undertake different subjects ranging from economics and finance, property valuation and management to development, construction, urban planning and law. The programme also incorporates professional practice project modules in each year of study in order to equip you with the analytical and problem solving skills that are relevant to addressing demands of the real estate markets from a broader perspective.

The programme focuses on the interaction between business and legal processes on property ownership and management. It integrates technological, financial, legal and management issues as they relate to property matters. The theoretical underpinning for the course is rooted in real estate which stresses the need for **interdisciplinary approaches and solutions**. The programme helps to connect the theories and practice of real estate to a range of real life case study challenges and to the practice of other built environment professions with which real estate has to deal.

The programme equips students with the framework of knowledge, skills and tools to start understanding the complex world of property but also encourages them to become independent learners and reflective practitioners. The programme builds on applied academic research and contemporary real estate practice. Here we use real life assignments and learning within which the **flipped curriculum** rationale is championed. The programme

design and delivery uses expertise across our real estate, sustainability and planning teams and external experts/ practitioners to address key challenges and opportunities within practice. “Property shapes our environment and with such a diverse range of activity and property around the world, the work of chartered surveyors is challenging, ever changing and full of opportunity” (RICS 2016). This programme aims to develop the real estate surveyors of the future who are equipped with the knowledge, tools and skills to operate efficiently, effectively and confidently within such an environment.

The redesigned programme will be:

- Attractive, viable and offer a clear opportunity to increase student recruitment;
- Distinctive, but also linked strongly to other programmes, thus strengthening interdisciplinarity and the connections between courses and ensuring some sharing of course content, staff resources and expertise; in so doing, these programmes are sufficiently resilient to withstand changes and variations in student recruitment and staff availability;
- Connected strongly with the wider strategic context of the University’s ambition of delivering interdisciplinary ‘professional, practice-based education’ in helping to deliver ‘economic, cultural and social’ goals of the city and the region;¹
- Accredited by the relevant professional body, the Royal Institution of Chartered Surveyors.
- Reflective of the ambitions set out in the Higher Education Academy’s Education guidance on Higher Education qualifications, namely to provide students with a thorough understanding of how to develop and manage the environment, the ability present arguments and develop sustainable solutions.²
- Shaped by the research interests of those staff drawn from School of Engineering and the Built Environment – which has been nominated for RTPI research awards in 2014 and 2016 – and strongly reflects the current and emerging research interests of the School’s Resilient Environments Centre – which has recently recruited new research-active staff in Real Estate.

Programme Aims

This section articulates the programme level learning outcomes framed by the five themes of the University’s Academic Plan.

<p>1. Pursuing Excellence</p>	<p>To prepare you for a career in real estate, where you are continually seeking to improve yourself, the client experience and your own professionalism and skill set. You will have demonstrated the attitudes and abilities of confident problem solvers in your chosen discipline.</p>
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¹ BCU Strategic Plan (2020).

² Education for sustainable development: Guidance for UK higher education providers (HEA, 2014).

<p>2. Practice-led, knowledge-applied</p>	<p>To facilitate and support your capability to become a competent real estate surveyor, by the integration and application of your learning to the built environment and by demonstrating the development of a broad range of subject specific and transferable skills.</p>
<p>3. Interdisciplinarity</p>	<p>You will have demonstrated the ability to understand the importance of developing collaborative skills and knowledge for working with and learning from a range of real estate and other built environment professionals, clients and the general public.</p>
<p>4. Employability-driven</p>	<p>You will have demonstrated the ability to self-evaluate your role and in attributed needed when becoming work ready. The programme will enable you to secure RICS accreditation to start the APC process. You will be competent and proficient and ready for employment as real estate surveyors.</p>
<p>5. Internationalisation</p>	<p>You will be able to practise effectively within the global real estate industry and to ensure that you are sensitive to the needs of the diverse cultures that you come into contact with.</p>

Programme Learning Outcomes

The following table shows how the programme’s learning outcomes are also aligned to these themes.

Outcomes/Aims	Pursuing Excellence	Practice Led Knowledge Applied	Interdisciplinarity	Employability Driven	Internationalisation
1. Knowledge & Understanding					
1.1 Identify the principles of property law and their impact on property and business valuation, and property and investment management	<input type="checkbox"/>	X	X	<input type="checkbox"/>	X
1.2 Identify and apply the key features of individual and portfolio property management and agency	<input type="checkbox"/>	X	X	X	<input type="checkbox"/>
1.3 Identify and apply the principles of the inspection and measurement of land and property	<input type="checkbox"/>	X	X	X	<input type="checkbox"/>
1.4 Select and apply appropriate valuation techniques across a wide range of property and land types	X	X	X	X	X
1.5 Develop business and managerial approaches and skills that enable the successful implementation of appropriate real estate techniques and technologies	X	X	X	X	<input type="checkbox"/>
2. Cognitive & Intellectual Skills					
2.1 Argue rationally and draw independent conclusions based on a rigorous, analytical and critical approach to demonstration and argument	X	X	<input type="checkbox"/>	X	<input type="checkbox"/>
2.2 Synthesise theory and practice to design, develop and implement a range of real estate solutions	X	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Interpret and critically evaluate knowledge, concepts and ideas and / or forms of creative expression in a suitably professional manner	X	X	X	X	<input type="checkbox"/>
2.4 Apply interdisciplinary frameworks to the analysis and solution of complex valuation, investment and property management issues	X	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
3. Practical & Professional Skills					
3.1 Demonstrate competence across relevant RICS education outcomes	X	X	X	X	X
3.2 Access information from a range of sources, such as the internet, journals, books, research papers, and appraise its suitability for undergraduate and industry research	X	X	<input type="checkbox"/>	X	<input type="checkbox"/>
3.3 Demonstrate the ability to work effectively, both autonomously and as a member of a team, and accept responsibility for actions taken	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Recognise and apply professional values and ethics in informing property development and planning excellence	X	X	<input type="checkbox"/>	X	X
4. Key Transferable Skills					
4.1 Manage your time effectively and prioritise workloads	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Use multiple forms of communication and expression, employing them selectively, appropriately and effectively according to the specifics of the task	X	X	<input type="checkbox"/>	X	<input type="checkbox"/>
4.3 Access and make appropriate use of relevant information and data for a specified purpose	X	X	<input type="checkbox"/>	X	<input type="checkbox"/>
4.4 Manage conflict appropriately in professional situations	X	X	X	X	X
4.5 Diagnose problems and identify solutions (individually and collectively)	X	X	X	X	<input type="checkbox"/>
4.6 Work effectively in a team	X	X	<input type="checkbox"/>	X	<input type="checkbox"/>

Programme Learning, Teaching & Assessment Strategy

This section explains the learning and teaching approaches, activities and experiences that your programme will offer, the range of assessments and types of feedback and feedforward you will encounter, and explain how these will support your continuous learning throughout the programme, and explain the expectations we have of you in this learning partnership. The programme LTAS philosophy embraces the substance and process of real estate and property; the way it is taught, and the particular knowledge, skills, attitudes and values you are expected to take away when you graduate. It is geared towards promoting employability, the development of transferable skills, and the capacity for critical reflection.

The programme sits within the broader themes that reflect the focus and strengths of the School of Engineering and the Built Environment combining a concern for **people, environment, place, communities and deliverability**.

The teaching and learning strategy

The School of Engineering and the Built Environment sits within a Faculty and University that embrace practice-facing education. Accordingly, the student learning experience seeks to shape highly competent professionals, who can continue to develop not only themselves but also their broader sector. Practice and research-informed learning, teaching and assessment strategies emphasise problem solving, team working and wider appreciation as key, with functional and procedural knowledge framed within this broader context.

In particular, the School encourages:

- problem-based enquiry and learning using the environment as an integrative setting;
- the demonstration of key competencies within a professional, vocational context driven by engagement with practice;
- preparation for a future in which the ability to think and change will be key skills.

The teaching and learning strategy also contributes to the School's distinctive educational philosophy. Broadly speaking the teaching strategy moves from staff-led during the early stages of the programmes to student-led towards the end. The early parts of the courses are intended to provide

you with the basic knowledge and skills to understand how the spatial planning system operates and the need to embed the environmental services lens to connect planning across different sectors / land uses and scales. This is achieved through staff-led lectures, seminars and workshops. Later stages of the courses are designed to develop your critical and reflective capabilities; and to make the links and relationships between the various spatial dimensions of planning, and between spatial and non-spatial policy intervention. The emphasis is on interactive learning, including student-led workshops, role-plays and simulations to achieve deeper learning and understanding.

We use visiting teachers, field study visits and research informed teaching to engage closely with practice and topical issues. The sharing of appropriate modules across courses helps to enrich your educational experience, and exposes planning students to the perspectives, values and attitudes of students and practitioners from other disciplines which you will meet and work with during your professional career.

Programme Delivery

The programme is delivered primarily at the university, with university based teaching complemented by relevant site visits and excursions.

How you will learn

Learning at the university will include classroom sessions such as lectures, workshops and small group discussions. Classroom participation is encouraged and you will be learning with and from other students.

Online learning

A significant proportion of your directed learning while on this programme will be online. You will be expected to take part in the following: viewing audio presentations; online quizzes; online discussions.

Formative learning

This type of learning takes place to help prepare you for an assessment; for example when studying for an examination or doing research for an essay. In order to facilitate this type of learning you will be offered formative (practice) assessments during the three years of the course. When you have completed a formative assessment you will be given feedback on how you have performed and guidance (feedforward) on how you should proceed with your learning. Sometimes this formative feedback is from your student peers, working together to develop each other. The final assessment which gives the mark for the module is known as a summative assessment and listed below are the type of summative assessments used in the programme and the corresponding formative learning.

Assessment Strategy

The assessment strategy for each module reflects the learning outcomes (of each specific programme, where modules are shared) and the accrediting bodies (the RICS). Thus, modules that seek to test your abilities to assimilate basic information and key concepts and reconstitute them without ready access to source material do so through written examinations or other time-constrained assessments. Modules that seek to test higher-order problem-solving skills do so through a variety of formative and assessed coursework methods including essays, evaluations, verbal presentations, posters, planning reports, design presentations, group work, or role play scenarios.

While the teaching and assessment strategies for the programmes as a whole broadly reflect the philosophy outlined above, each module co-ordinator has a degree of discretion over how best to teach and assess the material for which they are responsible, within this overall framework. The overall strategy is designed to facilitate independent learning and critical reflection, with the emphasis on interactive teaching. The following approaches are used within the programme:

Summative assessment	Formative learning
Unseen written examinations	Workshops Question & answer sessions Online quizzes Formative examinations
Essays and written assignments	Practice writing short sections (patches) Marking example assignments Question & answer sessions
E portfolio Mahara	Discussions of reflective templates Formative (practice) mahara reflections
Posters	Practice writing elements of the poster Marking example posters Question & answer sessions
Oral Presentations	Producing PowerPoint sessions Marking example PowerPoint sessions Marking online/video presentations Mini Presentation to student peer group

Programme structure

In year one you will be introduced to the built environment, you will learn about building technology and innovation, valuation and economics, and learn the fundamentals of property law.

In year two you will build on your previous learning, you will learn valuation mathematics and apply different valuation methods, you will learn about development, planning and data management, in addition you will gain valuable skills in property management and learn about agency.

In the third year you will develop your real estate professional skills studying more detailed and complex valuation, property investment and corporate property management. This learning will support your final research project and dissertation.

The Learning partnership

We want you to gain the most out of your University life with us, so our Student Partnership Agreement has been developed to help you understand our shared responsibilities ensuring a fruitful and productive learning partnership. The BCU Student Partnership Agreement can be found here <http://www.bcu.ac.uk/student-info/how-to-apply/partnership-agreement>

The Whole Experience

We recognise that there are key aspects to every programme that need to be addressed to ensure we are inclusive, holistic and open about how your programme fits into your wider university experience and your ambitions for your future – below are Statements of Intent to explain how you will experience these critical learning themes. Each section offers a brief explanation of the theme, why it is important, and how your programme addresses these.

Widening Participation

Higher education has a vital role to play in improving social mobility. The University's Strategic Plan highlights our responsibility in supporting economic, social and cultural improvement in Birmingham and the wider city region. We are committed to providing access, and improving retention and progression, for students from disadvantaged backgrounds and under-represented groups. We do this by forging strong relationships with local schools and colleges, and providing defined and clear progression routes to facilitate lifelong learning. Members of academic and support staff play an important role in ensuring that talented students are attracted to the right programmes, regardless of their background. We work proactively with schools and colleges to provide information, and to support events such as master classes and campus visits. In the Faculty, our open days encourage applicants from all backgrounds to access the University and we work with local partners (such as Building Birmingham Scholarships and Millennium Point Property Limited) to provide bursaries to support students progressing from local colleges and schools. We also provide substantial personal support for all students during their time with us. Each of you is allocated a personal tutor from the academic staff. You can also access a range of additional support through ASK, the University's integrated and confidential student enquiry service. Essentially, ASK is a one-stop-shop for your queries, linking you with advice on health and wellbeing, careers, finance, visas, and student records.

Recruitment

As part of the University's Marketing and Schools Liaison Department a number of staff are charged with delivering outreach, events, information and guidance for potential students. We also employ existing students as 'ambassadors' to help with these important tasks. We provide information and recruitment events on and off campus. These events can take the shape of subject talks, masterclasses, guest lectures, and bespoke visits, in addition to the programme of Open and Applicant Days. The Marketing and Schools Liaison Department interacts with key local schools and colleges, including promoting special events such as the Women in Engineering and Built Environment days. Schools and colleges can also request specialised visits from departments within the University, and Faculty Officers will facilitate the provision of specialised subject talks and masterclasses in planning, development and real estate as needed. A range of staff also attend international careers fairs in countries which have previously sent students to BCU; and through our Trans National Education (TNE) programme we have links with a number of overseas education providers (eg Singapore, Hong Kong, Sri Lanka) who deliver parts of our courses and/or may send students to study in the UK.

Student Support – Progression and Retention

We see individual contact with you as crucial to improving progression and retention. Every one of you on the programme is allocated a personal tutor and you are invited to both group and individual meetings throughout the year in specific sessions identified in academic timetables. We provide set times (known as office hours) during the week where academic staff are available to see students, and staff also frequently arrange to see you by appointment outside these times if additional help or support is needed. We invite you (normally by making individual appointments) to discuss assessment feedback/feed-forward with the marking tutor to ensure that the detailed comments provided can be supplemented verbally; that they are understood and that students can use these

comments to enhance future submissions. We collaborate closely with the Centre for Academic Success which offers workshops, individual advice sessions and small group tutorials to all University students on a variety of subjects including use of English, study skills, maths and other technical topics. Staff from the Centre take part in our student induction programme and we promote their services throughout our modules and within the assessment feedback process. We provide additional academic support sessions to offer support and guidance to students who need to re-sit any assessment(s).

Course Choice and Pathways

We are committed to ensuring that students are supported in making sure that the course meets your individual needs. The courses are designed and developed with support from relevant professional bodies (in this case the Royal Institution of Chartered Surveyors) and local professional individuals and practices. Owing to the need to meet these professionally-set learning outcomes, there is little choice in modules within these programmes; although it is possible to begin to specialise with project topics and in deciding whether a postgraduate course is appropriate for your career path.

Elements of the course are closely related to real-world scenarios, such as development projects; they build upon current practice issues identified through, for example, Parliamentary debates, revised planning documents and government guidance; and we make significant use of professionals as Visiting Lecturers to ensure both continuing professional relevance and that students can have direct access to people in current professional practice.

Staff from the professional bodies at local and regional levels visit the courses on a regular basis to promote the professions, to explain routes of access to full professional membership, and to respond to students' questions about employability.

Our long-standing links with the professions mean that we are informed about, and so are able to advertise to students, details of relevant job opportunities, and to ensure that students are well prepared for application and interview processes.

Inclusivity

We make every effort to ensure that we provide an inclusive environment, where explicit consideration is given to the full diversity of our students. We provide an environment which complies with the requirements of the Equality Act (2010). Our curriculum is designed to ensure that all students succeed to their potential, regardless of any protected characteristics (disability, sexuality, religion, gender and/or other socio-cultural identities). Most importantly, we recognise that diversity leads to a richer learning experience for all.

In selecting examples and case studies for teaching purposes we deliberately seek to include a range of material that explicitly covers different countries, belief systems, values and attitudes. Staff, academic visitors and Visiting Lecturers with international experience also play a key part in this.

If you declare a disability, Student Services will consider ways in which we may offer further support with your studies. In such cases it may be felt appropriate for you to have a formal Support Statement. If so, once this has been agreed, your individual requirements will be carefully managed by the Programme Leader and personal tutor who will meet with you to discuss how the support identified will be put into place. These adjustments and requirements will be incorporated by the tutors

who teach or support you on the programme. Staff will ensure that these requirements are complied with, retaining confidentiality in the process.

Information & Digital Literacy

All students are expected to have high levels of digital and information literacy both within and outside the university. JISC (the Joint Information Systems Committee), which encourages the use of digital technologies in UK Higher Education, defines digital literacies as “those capabilities which fit an individual for living, learning and working in a digital society”. This goes beyond the ability simply to use technology effectively: it is an essential ‘life skill’ to be able to access, process and assimilate information in the broadest sense. The ability to articulate that information and to construct new understanding is also critical to graduate success, whether an individual has been exposed to using technology from an early age and is a ‘digital native’, or has not yet acquired these skills. Throughout this programme, therefore, every student will be encouraged and supported to recognise different types of information and resources, to develop abilities to question the validity of that information or resource, and to recognise the importance of both print and online resources to facilitate development of their own knowledge, to develop critical investigation skills and to draw appropriate conclusions.

The Virtual Learning Environment (VLE), Moodle, is used extensively to support teaching and learning at course and module levels. You are expected to access, and interact with, the materials provided on a frequent and regular (weekly at least) basis. Moodle is much more than a repository of information provided in class-based sessions: it is fundamental to full understanding of the subject matter and for supporting high performance. Most of the assessments on this programme are also submitted online via Moodle. You need to appreciate the importance of following instructions carefully as our e-submission protocols contain a number of important rules and requirements that must be adhered to in relation to the submission of work for assessment.

Sustainability & Global Citizenship

This University is committed to integrating sustainability into the curriculum. The notion that we should all seek to find ways to support reduced waste, increased recycling, and lower levels of environmental impact will be familiar, but this is a narrow view of sustainability. Our curriculum also considers sustainability in terms of its connection with wider issues of planning, sustainable development and resource use. We also consider issues of “Global Citizenship”. The United Nations defines Global Citizenship in education as “enabling students to develop the attributes, behaviours and skills needed to work and live in a way that safeguards ecological, social and economic wellbeing, both in the present and for future generations”.

We encourage all students – and staff – to live and work more sustainably whilst recognising the impact that their decisions, and actions, have on the local, national and global communities to which we all belong. We have made a commitment as an institution to create graduates with a global outlook (Graduate Attributes) and each of our programmes will now include an internationalised programme aim: the inclusion of sustainability within that is a logical connection. The Faculty and Programme demonstrates internationalisation by:

- Using cultural and international experiences or knowledge as a learning resource, for example, our Real Estate programme is also offered in Singapore and Hong Kong.

- Encouraging intercultural experiences, partnerships and collaborations, including student exchanges
- Contributing to international scholarly activity and knowledge exchange, including supporting academic visitors from overseas who can contribute to teaching programmes
- Providing and promoting a range of accessible opportunities for international and intercultural learning, for example, we have offered overseas residential study visits
- Facilitating ongoing intercultural and international dialogue and partnerships, including Trans-National Education delivery of our programmes overseas
- Proactively developing inclusive learning materials and outcomes, practices, skills, and/or attitudes appropriate for diverse societies, cultures and individuals
- Adapting the content, language, pace and modes of delivery and assessment to the learning context and the diversity of learners
- Viewing and utilising the diversity of the academic community (for example the range of experiences of different cultural and educational backgrounds, countries of origin or languages spoken) as a key learning resource
- Using flexible and inclusive approaches that appreciate and respect individual differences in knowledge, education and culture.

Student Engagement

This University is well known across the sector for its commitment to Student Engagement, which follows from Aim 5 of the University's Strategic Plan: "we will become recognised as the sector leader for student engagement". We are committed to facilitating you to participate fully in all aspects of University life, thus creating a coherent, active and vibrant learning community. This, in turn, increases your sense of ownership of your learning experience (both at programme and institutional level) which leads to greater levels of student satisfaction.

We do, for example, ensure that there is student input into the recruitment process for all new academic staff. There are also significant opportunities for you to participate in OpportUNlty student engagement initiatives, which operate through a partnership between the University and the Students' Union. The aim is to enable you to work as co-designers and collaborators with staff on projects that strengthen the development of the University learning community and enhance the student experience; offering support for Student Academic Partner (SAP) projects and for initiatives around Student Academic Mentoring (StAMP). The University's Student Engagement Policy sets out the University's expectation of what engagement should look and feel like for students at both undergraduate and postgraduate levels.

We very much value your contribution and input to the design, delivery and management of the programme. There are elected student representatives on the School Academic Board and there are regular highly influential Student Forum meetings. We are keen to receive and respond promptly to feedback and information obtained from these events. The content and design of every programme has benefitted substantially from the feedback of students who were studying on the existing programme through questionnaires, focus groups and individual discussions.

Our students also help with the School's research whenever opportunities arise. As an example, students participated in developing a professional development board game, RUFopoly, and in its wider development Participology. These were RCUK funded projects which were extremely successful, gained widespread professional publicity coverage, and were nominated for research

awards from the Royal Town Planning Institute. Working on projects such as this requires demonstrating the ability to work independently, to work to deadlines, to be self-motivated and to develop great attention to detail in matters of scholarship, all skills that will be very valuable in the workplace.

Partnership Engagement

Engagement with partners is a key BCU priority which features strongly in the University's 2020 Strategic Plan. Our partners include students, the wider educational community and external stakeholders such as professional bodies, employers and cultural and social organisations. Through our partnership working, we aspire to be recognised in the region as a collaborator supporting economic, social and cultural improvement in the city region. We see you as partners in your learning and we try to involve you in every level of decision making within the University. We are committed to building on our strong partnerships with education providers in the city and region and are pro-active in developing relationships with our local schools and colleges. Professional bodies are crucial partners, and we have regular and formal Partnership Boards to review our accredited programmes, and to ensure close working in promoting the profession with our students and vice versa. Employers are particularly valued partners, advising us on our curriculum developments, providing placement and work experience opportunities and contributing to learning and teaching activities. Our overseas partnerships and visitors provide opportunities to mix with students from different countries and to gain different perspectives, as well as potential opportunities to undertake a period of study overseas.

Induction & Transition

Coming to University for the first time is exciting but it is also very different from attending school or college. We understand the importance of a smooth and successful adjustment to the freedom and independence of University life; and our induction programme helps all new students to adapt to the different experiences of the academic world, enabling you to develop confidence and independent learning skills that will facilitate success on your programme and prepare you for graduate-level employment or further study.

The initial induction programme provides an introduction to the personal tutor system and the first tutor group meeting; there are also some team-building welcome events related to each course. We also introduce you to our main body of teaching staff and key support staff, and make sure that the requirements of your programme, including what you can expect from us, and of what we expect from you, are clearly explained and understood. Our induction also introduces you to the wider University and the support, help and provision that is available from all areas of the institution.

We also have mini-inductions at each successive year, emphasising the differences in levels and expectations of study, and how the various sections of the course work together to deliver the full professionally-accredited programme.

Your experience and success

We want you to get the most out of your time with us and to be successful – so that you stay with us and progresses through the different stages of the programme and, where relevant, choose to stay

with BCU for the next stage in your professional development. We aim to provide you with a great learning and assessment experience (challenging, but positive and memorable) to help you achieve this. For every individual, your education is a partnership. We can provide the learning materials, guidance and stimuli, but you will need to engage with the University and take full advantage of everything it has to offer in order to be successful in your studies and to make the most of the opportunities that arise. As a minimum, you do need to attend the lectures and seminars we provide. Just looking at the material on Moodle really doesn't provide the depth of knowledge and range of learning experience. We do monitor attendance and, where we notice that someone is not attending regularly, they will be contacted to offer advice and support.

If at any point during the programme, you find that you are struggling with any aspect of your course, your personal tutor is the first and vital point of contact. They are available to discuss all matters with individual students and can act as a gateway to a great number of support mechanisms to get you back on track. Likewise, if you have commitments outside University that may impact upon the quality of your work or times that you can come into the University to study, we strongly advise discussion of the situation with a personal tutor who may be able to propose some flexibility within the programme in certain areas. Remember to keep in touch with us at all times. The feedback we provide on each assessment is an excellent way for you to ensure that you are meeting the level that you have set for yourself at any particular time in the programme.

If you wish to stay with us when you have completed the programme, we offer many postgraduate opportunities including the MA Planning Built Environments, MSc Real Estate Management, MSc Environmental Surveying, and other built environment programmes. We advise students of the most appropriate course for the professional route and membership they wish to pursue. We also offer PhDs relating to individual staff research interests and the research strategy of the Centre for Resilient Environments, but research degrees do not carry professional recognition.

Support and Personal Tutoring

Your Personal Tutor is a key part of our support for each student. He or she is there both to advise on academic progress and provide pastoral support, including directing students to additional or specialist help, if needed. Formal Personal Tutor meetings are scheduled three times a year but he or she will also be available, ideally by prior appointment, if additional help or guidance is needed. In addition, there are Faculty Student Success Advisers, who are recent graduates who have also experienced life as BCU students and who can also offer help and advice if needed. The University also offers the Centre for Academic Success, the Careers Service, Child Care facilities, Finance/Money Matters advice, Health and Wellbeing advice, Visas and Immigration advice, and Student Mentoring. All of these services can be accessed direct or via our 'one stop shop', ASK.

Personal Development Planning

Key employment skills and career planning are embedded into a range of modules through real life scenarios, local case studies, and a wide range of assessment methods that replicate typical workplace requirements, helping grow your skillset and confidence,. The skills and attributes you develop throughout the course are also highly transferable to the context of professional employment,

helping you to set goals and to enhance your employability in a wide range of professional or business contexts.

Employability (including Birmingham City University Graduate Attributes)

Our programmes aim to provide our graduates with a set of skills and attributes which prepare them for their future careers.

The BCU Graduate:

- is professional and work ready
- is a creative problem solver
- is enterprising
- has a global outlook

We are committed to practice-led learning and teaching that will provide experiences of the world of work through a range of activities which could include work placements/internships, voluntary work, live projects, problem-solving, case studies, site visits, and opportunities to interact with visiting professionals, including our own successful graduates. These modules respond directly to accrediting professional bodies' requirements for professionalism and employability, including professional ethics, and these are therefore embedded in a broad range of modules. These experiences will contribute towards the BCU Graduate Attributes that will prepare students for graduate level employment.

In addition, the University has introduced the Graduate+ programme, which is an extra-curricular awards framework that is designed to augment the subject-based skills developed through the taught programme with broader employability skills and techniques that will enhance employment options after graduation. The key components of the programme are:

- A personalised approach for each student
- Each student to complete a range of activities and build points towards completion of the award.
- Recognised activities will include cross-university opportunities, careers development, 'employability' activities delivered within Faculties, part-time work experience, volunteering and community action
- All elements will be clearly linked to the University's new graduate attributes.

The University's dedicated careers service offers a wide range of online and face-to face services to help develop employability skills, career planning and information about job opportunities. Individual appointments can be made with a careers advisor and the team of employment advisors supports final year students and graduates in securing graduate-level employment, by offering support with job searching, tailoring CVs and applications and help with interview techniques.

Level 6 Modules	Property Marketing	Applied Valuation	Property Fund Management	Professionalism and Citizenship	Individual Honours Project
Credit level (ECTS value)	20 (10)	20 (10)	20 (10)	20 (10)	40 (20)
Study Time (%) S/DI/PL	18/82/00	18/82/00	18/82/00	18/82/00	10/90/00
Assessment method	100% individual coursework	100% individual coursework	100% coursework	100% coursework	100% individual coursework
Assessment scope	Individual 10 minute Pecha Kucha structured presentation	3,000 word professional report based on a complex case study problem.	Portfolio. The assessment for this module consists of an individual critical analysis (patch 1, 25% of module, 750 words) of property investment using 'Modern Portfolio Theory', and a written group report (patch 2, 75% of module, extent varying according to group size) in response to a client request to construct a portfolio across different property asset classes.	Portfolio: Group presentation (75%, extent varying according to group size) Individual reflective "essay" (25%, 750 words)	Research project / dissertation equivalent to 10,000 words with accompanying contextual material.
Assessment week	12	Exam week	Patch 1: week 8; patch 2: final assessment week	Assessment weeks	Assessment weeks
Feedback scope	20 working days later	20 working days later	20 working days later	20 working days later	20 working days later
Delivery mode	lectures / workshops	lectures / workshops	lectures / workshops	Lectures / site visits / workshops / tutorials	Research methods lectures / workshops / tutorials
Learning Outcomes	Evaluate the principles of marketing with reference to the different aspects of property	Critically appraise current valuation theory, principles and practice	Examine the property fund management process, looking at investment decision making in the property market context	Identify and effectively communicate successful strategies for coping with difficult contexts, such as vague initial specifications or a rapidly changing environment	Plan a research informed project using appropriate literature and / or professional outputs.
	Formulate effective negotiation skills in a property transaction context	Evaluate and apply methods and techniques of valuation in relation to various property types and for a range of purposes	Evaluate the concepts of property investment, and the various property finance structures for a given situation	Provide reasoned advice and guidance contributing to a group presentation that demonstrates synthesised appraisal of multi-disciplinary stakeholders' priorities	Design an artefact using appropriate techniques and tools.

Programme Specification



	Evaluate the importance of building features and attributes in a marketing framework	Assess methods of valuation for taxation and evaluate its impact on business decisions	Assess the significance of the different motivations of investors, financiers and tenants.	Develop a critical appreciation of consultancy and professionalism, and its strategic significance for an organisation's management and development	Implement a design to produce an artefact using appropriate techniques
	Synthesize strategies for property marketing and communication to provide viable property marketing solutions	Assess the importance of professionalism, independence and objectivity to valuation	Formulate a reasoned fund strategy, including performance measurement challenges.	Demonstrate continuing professional development through engagement with the relevant professional body membership routes or requirements	Critically evaluate the implementation of the artefact and the overall project
					Assemble and organise information to successfully communicate the results and findings of the project.
Programme Aim Links	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>	1X 2X 3X 4X	1X 2X 3X 5X
Linked PSRB (if appropriate)	Royal Institution of Chartered Surveyors accreditation	Royal Institution of Chartered Surveyors accreditation	Royal Institution of Chartered Surveyors accreditation	Royal Institution of Chartered Surveyors accreditation	Royal Institution of Chartered Surveyors accreditation

Level 6 Programme				
Entry Requirements and pre-requisites, co-requisites & exclusions	Accreditation of Prior Experience or Learning (APEL)	Study Time Breakdown		Exit award(s)
Relevant HND or Diploma in Higher Education, subject to mapping of achieved learning outcomes and interview Appropriate entry qualification for TNE partners as negotiated	If you wish to APEL you should contact the programme lead to discuss your prior experience or learning. Subject to discussion and appropriateness of the APEL request, you will need to submit a formal application through the Faculty APEL application process.	Scheduled learning and teaching activities (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks)	18%	BSc (Hons) Real Estate
		Guided Independent learning (including non-time constrained blended tasks & reading and assessment preparation)	82%	
		Placement (including external activity and study abroad)	0%	
		Impact of options (indicate if/how optional choices will have a significant impact)		

Additional Information

n/a