

Template C4



Programme Specification

Title of Course: *BSc (Hons.) Real Estate Management*

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Version number	11
Faculty	Faculty of Business and Social Sciences
School	Kingston Business School
Department	Department of Accounting, Finance and Informatics
Delivery Institution	

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	BSc (Hons.) Real Estate Management
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	CertHE Real Estate Management DipHE Real Estate Management BSc Real Estate Management
Course Code <i>For each pathway and mode of delivery</i>	UFREM1REM20
UCAS code <i>For each pathway</i>	N291 (Full-time) or N290 (Sandwich)

Award(s) and Title(s): <i>Up to 10 pathways</i>	BSc (Hons) Real Estate Management with Professional Experience
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	CertHE Real Estate Management with Professional Experience DipHE Real Estate Management with Professional Experience BSc Real Estate Management with Professional Experience
Course Code <i>For each pathway and mode of delivery</i>	USREM1REM02
UCAS code <i>For each pathway</i>	

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	
Location:	Kingston Hill Campus
Language of Delivery:	English
Modes of Delivery:	Full-time With Professional Placement
Available as:	Full field
Minimum period of registration:	Full-time - 3 With Professional Placement - 4
Maximum period of registration:	Full-time - 6 With Professional Placement - 8

Entry Requirements:	<p>The minimum entry qualifications for the programme are: From A levels: 112 points BTEC National: 3, 1 Distinctions, 2 merits Access Diploma: Not normally accepted. Plus: At least 5 GCSEs at Grades C and Above (4+); these must include English and Mathematics</p> <p>A minimum IELTS score of 6.0, TOEFL 80 or equivalent is required for those for whom English is not their first language. Entry is normally at Level 4 with A-level or equivalent qualifications. Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 modules – but is at the discretion of the course team. Intake is normally in September.</p>
Programme Accredited by:	Royal Institution of Chartered Surveyors (RICS)
QAA Subject Benchmark Statements:	Land, Construction, Real Estate and Surveying
Approved Variants:	None
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	N/A
Recruitment, Selection and Admission process:	n/a
End Point Assessment Organisation(s):	n/a

SECTION 2: THE COURSE

A. Aims of the Course

The overarching aim of the programme is to foster the development of students' professional and technical knowledge and skills within the study of real estate management; their intellectual and imaginative powers; their understanding and judgement; their problem solving skills; their ability to communicate and work with others constructively; their ability to see relationships within what they have learned and to perceive their field of study in a broader perspective and in the context of a society focused on moving towards greater sustainability, enhancing economic, environmental and ethical standards.

This programme is aimed at full-time students and is accredited by the Royal Institution of Chartered Surveyors. Students may undertake an optional year in industry between their second and final year of full-time study with Study abroad option offered. Current cohorts include both UK and international students and there is also a balance between female and male students due to greater inclusivity and diversity.

The aim for Full-time students is that they leave prepared for employment having experienced personal development and employability knowledge, through the gaining professional attributes and skills. In doing so, students will also begin their professional portfolio journey to prepare them to succeed as a competitive graduate.

The course aims to stimulate an enquiring, analytical and creative approach, encouraging independent judgement and critical self-awareness such that upon graduation students have the graduate skills required to be pro-active citizens.

The particular aims of the programme are that graduates should have:

- The ability to innovate and solve problems related to real estate
- The understanding, knowledge, and skills to become, after appropriate further practical experience, competent practitioners in their chosen field of real estate
- The theoretical and technical knowledge about real estate management, to be able critically to place this knowledge within a wider economic, environmental, and social context
- A critical understanding of legal, economic, and planning issues as they affect the real estate markets
- Knowledge and understanding of property inspection, measurement, and construction, including the ability to describe simple structures and design site layouts, using computer technology as appropriate
- In depth knowledge of professional practice, landlord and tenant law, land use and development, and business management and accounting.
- An ability competently to prepare valuation and appraisal reports of real estate assets, using computer technology as appropriate
- A deep understanding of corporate real estate and strategic consulting within commercial real estate
- Research skills that are sufficiently developed that they are prepared for master's level work to include ethical considerations.
- Intellectual, practical, and key transferable skills such that students are ready for graduate-level employment, research, further study, and lifelong learning.

B. Intended Learning Outcomes

The course outcomes are referenced to the relevant QAA subject benchmarks indicated and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. The course provides opportunities for students to

develop and demonstrate knowledge and understanding specific to the subject, key skills, and graduate attributes in the following areas:

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the [Sector Recognised Standards in England](#) (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A6	Demonstrate advanced acumen in real estate research	B5	Recognise the implications of ethics and economic, social, and environmental sustainability and apply these principles to their studies in preparation for their future professional lives	C5	Present a case for a professional scenario.
A5	Demonstrate sound knowledge of land use, UK planning system and knowledge of development theory, as well as the ability to design site layouts	B4	Exercise sound judgement based on appropriate evidence in relation to professional practice problems and research questions	C4	Describe simple forms of construction commonly used in commercial and residential development and diagnose common building defects.
A4	Demonstrate sound knowledge of property inspection, measurement, and construction, including the ability to describe building pathologies.	B1	Identify and develop knowledge of practice related problems and prepare logically sound plans for their solutions	C3	Inspect and measure a property or site and use freehand sketch or computer technology
A2	Demonstrate knowledge and understanding of the theory and practice of real estate management, business management and accounting, as well as corporate and strategic consulting within commercial real estate	B2	Analyse and to think creatively and with imagination and bring these capacities to solve problems related to their studies	C2	Demonstrate financial literacy through analysis and interpreting market information and use of excel and standard industry software packages for valuation and appraisal purposes.
A1	Undertake competently valuations and appraisals of residential and commercial real estate to include market transactions and development, understand the different valuation methods as well	B3	Critically analyse the information and knowledge base within which they are working and be able to challenge ideas rationally and constructively	C1	Demonstrate information literacy and use computer technology with information retrieval and management..

	as having knowledge of underpinning economics				
A3	In depth knowledge of, landlord and tenant law, land use as well as professional practice.			C6	Conduct themselves in a professional and ethical manner appropriate for the workplace.

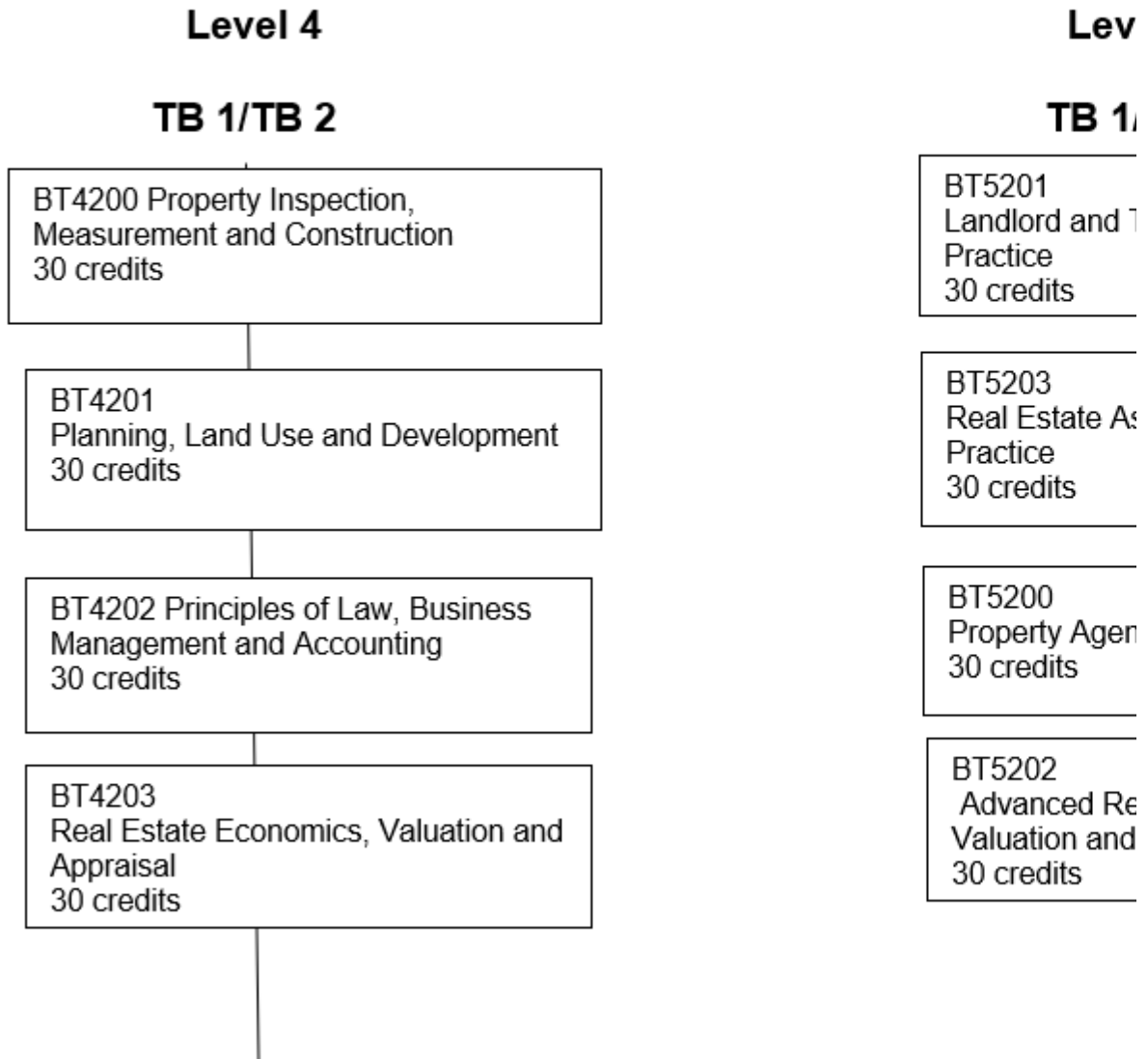
In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

BSc (Hons) Real Estate Management – diagram

FULL-TIME



Full details of each module will be provided in module descriptors and student module guides.

BSc (Hons.) Real Estate Management

Level 4							
BSc (Hons.) Real Estate Management							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time

PLANNING, LAND USE AND DEVELOPMENT	BT4201	30	4	1 and 2			
Principles of Law, Business Management and Accounting	BT4202	30	4	1 and 2	None	1	
Property inspection, measurement and construction	BT4200	30	4	1 and 2			
REAL ESTATE ECONOMICS, VALUATION AND APPRAISAL	BT4203	30	4	1 and 2			
Optional Modules							

Progression to Level 5

- The course permits progression from level 4 to level 5 with 90 credits at level 4 or above*. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6
- *BT4203 (Real Estate Economics, Valuation and Appraisal) is required to be passed before taking BT5202 Advanced Real Estate Economics, Valuation and Practice.
- Students exiting the programme at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Real Estate Management.

Level 5							
BSc (Hons.) Real Estate Management							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
ADVANCED REAL ESTATE ECONOMICS, VALUATION AND APPRAISAL	BT5202	30	5	1 and 2			
Landlord and Tenant: Law and Practice	BT5201	30	5	1 and 2	None	2	
PROPERTY AGENCY: LAW AND PRACTICE	BT5200	30	5	1 and 2			
Real Estate Asset Management Practice	BT5203	30	5	1 and 2	None	2	
Optional Modules							

Progression to Level 6

- The course permits progression from level 5 to level 6 with 90 credits at level 5 or above. The outstanding 30 credits from level 5 can be trailed into level 6 and must be passed before consideration for an award.
- Full-time students exiting the programme who achieve 240 of level 4 and 5 credits will be eligible for a Diploma in Higher Education in Real Estate Management.

After studying level 5, students may take an additional year completing a work placement, study exchange or a combination of both work placement and study exchange (Sandwich Year).

Level 6							
BSc (Hons.) Real Estate Management							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Corporate Real Estate and Strategic Consulting	BT6201	30	6	1 and 2		3	
INVESTMENT APPRAISAL AND PROGRESSIVE VALUATION PRACTICE	BT6200	30	6	1 and 2			
Professional Practice in Context	BT6105	30	6	1 and 2		3	
RESEARCH PROJECT	BT6107	30	6	1 and 2			
Optional Modules							

Level 6 requires the completion of

- Students who pass 120 credits at each of levels 4 and 5 and at least 60 credits in Level 6 may be awarded a Pass Degree (Ordinary/Non-Honours) degree, which is not accredited by RICS.

[BSc \(Hons\) Real Estate Management with Professional Experience](#)

Level 4							
BSc (Hons) Real Estate Management with Professional Experience							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
PLANNING, LAND USE AND DEVELOPMENT	BT4201	30	4	TY13		1	
Principles of Law, Business Management and Accounting	BT4202	30	4	TY13		1	

Property inspection, measurement and construction	BT4200	30	4	TY13		1	
REAL ESTATE ECONOMICS, VALUATION AND APPRAISAL	BT4203	30	4	TY13		1	
Optional Modules							

Progression to Level 5

- The course permits progression from level 4 to level 5 with 90 credits at level 4 or above*. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6
- *BT4203 (Real Estate Economics, Valuation and Appraisal) is required to be passed before taking BT5202 Advanced Real Estate Economics, Valuation and Practice.
- Students exiting the programme at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Real Estate Management.

Level 5							
BSc (Hons) Real Estate Management with Professional Experience							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
ADVANCED REAL ESTATE ECONOMICS, VALUATION AND APPRAISAL	BT5202	30	5	TY13		2	
Landlord and Tenant: Law and Practice	BT5201	30	5	TY13		2	
PROPERTY AGENCY: LAW AND PRACTICE	BT5200	30	5	TY13		2	
Real Estate Asset Management Practice	BT5203	30	5	TY13		2	
Optional Modules							
Year-Long Work Placement	BH5030	120	5	TY13		3	

Progression to Level 6

- The course permits progression from level 5 to level 6 with 90 credits at level 5 or above. The outstanding 30 credits from level 5 can be trailed into level 6 and must be passed before consideration for an award.

- Full-time students exiting the programme who achieve 240 of level 4 and 5 credits will be eligible for a Diploma in Higher Education in Real Estate Management.
- After studying level 5, students may take an additional year completing a work placement, study exchange or a combination of both work placement and study exchange (Sandwich Year).

Level 6							
BSc (Hons) Real Estate Management with Professional Experience							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Corporate Real Estate and Strategic Consulting	BT6201	30	6	TY13		4	
INVESTMENT APPRAISAL AND PROGRESSIVE VALUATION PRACTICE	BT6200	30	6	TY13		4	
Professional Practice in Context	BT6105	30	6	TY13		4	
RESEARCH PROJECT	BT6107	30	6	TY13		4	
Optional Modules							

Level 6 requires the completion of

Students who pass 120 credits at each of levels 4 and 5 and at least 60 credits in Level 6 may be awarded a Pass Degree (Ordinary/Non-Honours) degree, which is not accredited by RICS.

D. Principles of Teaching, Learning and Assessment

Overarching Principles

All students on the programme are working towards a professional career in which they must be able to exercise judgement, communicate with clients and the public and throughout take an ethical approach to all that they do; we also encourage them through the design and execution of the curriculum to be both knowledgeable in terms of how sustainability principles apply to their own field but also develop a responsible attitude towards the role that built environment professionals can play in helping to manage resources in ways which promote environmental sustainability, good governance, respect for people, well-being and the pursuit of economic goals. We encourage students to approach their own learning in a reflective way seeking to find themselves as individuals.

Kingston Business School has a deep belief that the role of teaching and assessment is to underpin student learning and throughout the programme the strategy is to engage students with a wide range of activities that enable them to develop the knowledge and skills that they will need as practitioners alongside their knowledge base. The student should, as far as is practicable, be empowered to take control of their learning but be supported strongly through the process. It follows that as the student progresses through the levels the emphasis will be from lecturer-led to student-led work though lectures and tutorials will feature at all levels of the programme. In delivering on this principle, much of the teaching related to knowledge and understanding will be focused on simulated real-life study and projects in which students will be led through the materials and required to develop their skills through the tasks set. Integrated field trips and/or site visits are therefore important components of the strategy and skills development. Field trips and/or site visits enable the students to encounter real estate in its physical form allowing them to understand practical elements that relate to construction, planning, leasing, agency, valuation, asset management and the property market environment. Visits include Kingston, London, alternatively locations with prominent real estate projects. These may also constitute a virtual visit with the use of current state of the art IT technology and online interviews with agents, property managers, investors, planners, or developers.

Links with the industry and practitioners are maintained by lecturers, allowing for the entry to sites and buildings and also many practitioners and alumni give guest lectures on specialist topics.

Teaching & Learning: Developing Knowledge and Skills through a Range of Means

Learning of Technical and Professional Knowledge: A solid and comprehensive technical and professional knowledge base is fundamental and is delivered through lectures, seminars, tutorials, and workshops; deep knowledge acquisition lies at the heart of our programmes. It is considered important that student learning is regularly monitored as an innovation. The Business School has introduced a system of Tutorial/Workshop sessions, where time will be devoted to seminars, visits, and tutorials to provide opportunities to ensure student learning progress and to reinforce key principles already taught. These tutorial/workshops will provide both 'feedforward' on tasks set and feedback on tasks already assessed. These sessions will also be used to support students and check their overall progress. Support and guidance is given to students through access to tutors (including personal tutor) at designated contact times. Support and guidance is also provided through regular announcements on Canvas and students can email the relevant module leaders as well. Online methods of teacher led study and Blended Learning is also being introduced within scheduled teaching in modules. This will allow the students to be guided in their research and will also allow for flexibility and for students to study at their own pace. Students can make use of Business and Law Academic Skills Centre BLASC to help with referencing of coursework and also help with structure and written English.

Teaching: Lectures are used to impart key information and will normally be limited to one hour in duration, followed up by Tutorials/Workshops. Extensive use is made by teaching

staff of e-learning via Canvas, our on-line learning environment. Not only are teaching materials loaded up in advance of lectures, but other materials and web links are loaded, some lectures are recorded and podcasts are downloaded. Teaching may be augmented by on-line discussion groups to aid understanding. We recognise that an ability to be comfortable with a range of digital media is important to employability skills and effective learning. Students also need to be computer literate and able to operate industry standard computer packages.

VLE: Canvas (online digital study environment) is available to all students to access lectures, tutorials, and additional information, both in campus and remotely. On some module's students are able to access online multiple-choice quizzes that prepare them for in-class assessments. Speak over PowerPoint and scanned tutorial notes are utilised in some modules and allows students to revisit classroom teaching and tutorials. IT workshops are an important part of the programme allowing students to develop excel valuation modelling skills.

Skills:

Developing skills is also critical to successful vocational education. These skills are practical – such as the ability to measure a building or design and draw simple site layouts, but for real estate one of the key skills is to obtain proficiency in a range of IT applications such as advanced Excel. They also need to be able to access research databases appropriately. They will develop professional skills (e.g., how to write and present reports on strategic advice and value of actual properties and re-development sites) and intellectual skills (e.g., how to resolve problems such as disputes between landlord and tenant) and to debate some of the ethical, professional and policy issues that they may face in their subsequent professional lives. The learning and assessment philosophy also places emphasis on personal skills development, through group-based activities which develop team working skills and respect for colleagues which are critical dimensions of professional practice and future employability.

All these skills are developed systematically through the programme with concepts introduced at Level 4, developed into applications in Level 5 and challenged through complex practice-based exercises at Level 6. Skills development takes place in all modules, but it is specifically addressed through project-based work which takes place extensively and is a critically important learning methodology. It is most strongly emphasised in a series of field trips in which all students participate, unless for some reason they cannot travel in which a simulated or virtual alternative exercise is provided, thus better ensuring full accessibility.

Field Trips and/or Site visits: At Level 4, 5 and 6 there are opportunities of field trips or site visits which allow the possibility of understanding the physical aspect of real estate, the development of a city through the centuries and how the impact of real estate management and development has been translated to the cityscape in many ways over the centuries and to understand the socio-economic environment or to gain knowledge on construction and building materials. Some of these visits may be virtual, now supported by advanced technology and IT.

Research Project: An individual research project, in which students select a topic and methodology and are encouraged to use their creative and imaginative powers to design projects that have real applicability in the industry and enable them to draw

down on all their skills as well as knowledge base. Students are strongly encouraged to integrate empirical proposed investigations, thus demonstrating research and analytical skills.

Academic writing skills are developed through writing essays but notably in Level 5. This provides a learning vehicle prior to the requirement to undertake a major research project at Level 6. Research topics are taken from current topical issues and any information gaps normally discovered while developing coursework within final year modules. We recognise that many students find research work daunting, so they are prepared over the entire programme for the research project as most modules contain the need to research material using web and library searches and through extensive use of professional material.

Assessment

Assessment is both formative (i.e., the work is marked, and feedback given but the mark does not count towards the module achievement mark) and summative (the assessed mark counts towards the module grade awarded). Formative assessment is important as it encourages students and supports their overall learning. Examples of formative work include:

- Self-administered tests run through Canvas (our on-line learning environment).
- Draft submissions for comment (for example of the Research Project).
- In-class quizzes to test recently covered lecture material.
- Formal 'client meetings' in which notes are made and feedback given.

Summative feedback takes a wide range of forms, some of which have been outlined under the teaching and learning section above and all of which are detailed in the Module Descriptors. A special feature of the course is the few number of formal examinations which are included (only one per level, two in level 5). Whilst we hold that examinations do have a role to play in testing knowledge and critical reasoning, there are other methods which have possibly greater applicability to the work that graduates will subsequently undertake.

Therefore, a policy has been adopted to ensure that, as far as possible, emphasis is placed on developing simulated or real-world experiences. Students undertake traditional academic tasks such as essays and reports, but traditional academic skills are also tested in more innovative ways such as the Research Project that, as stated above.

As the programme is focused on developing employability skills, the ability to present orally, to produce well-presented and appropriately structured professional reports, to sketch and produce scheme designs using IT are also assessed. Professionals working in the real estate environment also need to communicate effectively with people from a wide range of backgrounds, all the time demonstrating an ability to sustain an argument, whilst having due consideration for those with whom they are dealing. Therefore, oral negotiation, advocacy and debate are all used as assessment methods and the Institute has developed specific experience in these methods.

Feedback to students on summative assessment is vitally important. This is delivered through a number of means such as online and/or formal written individual feedback

which contains pointers for future improvement; class collective feedback and issuing of model answers in some modules.

E. Support for Students and their Learning

Students are supported by:

- A Module Leader for each module gives 'front line' support on technical matters relating to the subject material through the tutorial week sessions.
- A Course Leader who can give support to help students understand the context of their discipline and the programme structure.
- A Faculty Administration Team who provides students with a quick and 'local' answer to any administrative queries they may have and who can 'signpost' them to the comprehensive University central services relating to advice on finance, regulations, legal matters, accommodation, international student support, health and wellbeing, disability, and equality support.
- Staff Student Consultative Committees and regular open meetings Boards of Study at Faculty levels to promote good communication and to ensure that staff are aware of any collective concerns that students may have; and
- Mid-point and end of year student evaluations to ensure that modules continue to best service student learning needs.
- A Tutorial and Academic Support system that is comprehensive and tailored to student needs
- Each student is provided with a named member of academic staff in induction week at Level 4 who will remain their personal tutor throughout their studies in line with the University's Personal Tutor Scheme (PTS). The teaching blocks have been structured to ensure regular meetings 2 times a year as a minimum.
- Personal Tutors recognise that each student's experience is individual and will accommodate to each individual's circumstance. When difficulties are identified, Personal Tutors are able to log issues in OSIS and these will be directed to specialised support teams within the School and Faculty. Students are also directed to more direct support such as student support coordinators, on-line resources, or the student's union.
- Personal tutors remain the same throughout the course of study. This allows the building of rapport between staff and students and fosters a close and engaging academic relationship with the students.
- To further support students, sessions led by personal tutors are integrated into BT4203 and BT4202 in first year. These sessions will focus on supporting the students in transitioning to Higher Education and develop skills for success.
- Formative feedback in many modules allows for one-to-one sessions and the raising of issues to the lecturer or module leader. These are directed to

the course leader who will take action to resolve problems or direct the students to appropriate support.

- A Student Support Coordinator who provides additional pastoral and practical support, especially to students new to higher education studies and who tracks student progression. This role is vital in helping early identification of students who may need extra help.
- An induction programme and study skills sessions at the start of every academic year to ensure that students are aware of the expectations we have of them as they move through the programme.
- An Academic Study Centre (BLASC) which is operated with staff and postgraduate students from the Kingston Business School to provide support and advice to students on a daily 'drop-in' basis and which offers specific sessions on a range of common learning difficulties such as revision skills.

A Range of Support for Careers and Employability

- Close contact with the University Careers and Employability Service
- Close contact with local employers and professional bodies and encouragement to students to enter professional competitions.
- Throughout delivery of a curriculum geared to the professional and personal development of students.

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including Module Evaluation Questionnaire (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers

The Real Estate Team interfaces with the RICS, and these annual monitoring and periodic reviews provide other opportunities for reflection and external contribution to course design, quality assurance and enhancement. Employer liaison groups, that take varying forms, also provide the opportunity for external input to the quality assurance and enhancements of the Institute's programmes.

Additionally, the Real Estate Team promotes reflection on its own practice through the pedagogical and professional educational research of its staff members and through a series of formal and informal staff meetings in which feedback from all sources is considered and innovation encouraged.

G. Employability and work-based learning

The Real Estate Team takes the employability of its graduates very seriously and the skills and knowledge base required by future employers are guiding principles in developing not just what we teach but how we assess students. For example, employers seek people with good team working skills and who can present effectively and confidently. Accordingly, the course has been designed to meet the core curriculum needs of those wishing to pursue careers within the real estate sector and careful consideration has been given to the study materials, mode of delivery and skills development that will best enable students to graduate with the knowledge, skills, ethical approach and confidence to enter practice in graduates positions within property consultancies, property companies, public authorities and social housing providers. The academic team maintain close links to practice and the professional accrediting bodies in order to ensure that those responsible for keeping the curriculum up to date are well informed. Some staff also sit on professional body groups and committees and/or act as professional body competence assessors, which further ensures both currency of the programme and that contacts between the Real Estate Team and practice are supportive and informed. Alumni and other practitioners also play a role in delivering the programme thus giving students insights into practice; they also often offer internships and approach us directly when they have graduate positions that they require to fill.

Students are prepared for practice by an informed curriculum, by undertaking city trips and site visits, undertaking simulated practice projects and by a series of support activities such as personal development and employability skills. Students are also encouraged to pursue sandwich placement years, professional body competitions and internships and vacation work within a professional setting. However, we recognise that employers also value a range of other skills and experiences and students are encouraged to take part in the wider life of the University through sporting, musical or other activities or through community volunteering.

Graduates from the programme have taken up posts in a variety of employment settings including Savills, CBRE and Barclays Bank; others have gone on to Masters' study.

Work-based learning, including sandwich courses and higher or degree apprenticeships

N/A

H. Other sources of information that you may wish to consult

Royal Institution of Chartered Surveyors: <https://www.rics.org/uk/>

QAA subject benchmark for Land, Construction, Real Estate and Surveying:
https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-land-construction-real-estate-and-surveying.pdf?sfvrsn=f9f3c881_4

Business School website
www.business.kingston.ac.uk

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code	Level 4				Level 5				Level 6				
	BT4201	BT4200	BT4202	BT4203	BT5203	BT5200	BT5202	BH5030	BT5201	BT6107	BT6200	BT6105	BT6201
Knowledge & Understanding	A6									S	S	S	S
	A5	S					S						
	A4		S				S						
	A2			S		S							S
	A1				S		S				S		
	A3						S		S			S	
Intellectual Skills	B5									S	S	S	S
	B4									S	S	S	S

	B 1	S	S	S	S									
	B 2					S	S	S		S				
	B 3										S	S	S	S
Practical Skills	C 5												S	
	C 4	S										S		
	C 3		S									S		
	C 2				S			S				S		
	C 1	S	S	S	S	S	S	S		S	S	S	S	S
	C 6										S	S	S	S

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.