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Programme Specification

Title of Course: *MSc Real Estate*

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Version number	11
Faculty	Faculty of Business and Social Sciences
Cross-disciplinary	
School	Kingston Business School
Department	Department of Accounting, Finance and Informatics
Delivery Institution	No partner

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):	MSc Real Estate
Exit Award(s) and Title(s):	PgDip Real Estate PgCert Real Estate
Course Code *For each pathway and mode of delivery*	PPREE1REE02 PFREE1REE02
UCAS code *For each pathway*	

Awarding Institution:	Kingston University
Teaching Institution:	No partner
Location:	Kingston Hill
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	Part-time
Minimum period of registration:	Part-time - 2
Maximum period of registration:	Part-time - 4
Entry requirements	Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most postgraduate taught course requirements are based on having been awarded a relevant undergraduate degree and are normally coupled with minimum grades expectation of 2:2, specific courses in certain areas may have a stricter grade requirement. We may also use interview, portfolio and performance pieces to assess a person's suitability for some courses. We recognise that every person's journey to a postgraduate taught education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study. Additionally, all non-UK applicants must meet our English language requirements.

	Please see our course pages on the Kingston University website for the most up to date entry requirements.
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	Royal Institution of Chartered Surveyors (RICS)
Approved Variants:	None
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

The main aims of the MSc Real Estate are to provide students with the opportunity to:

- Take advantage of a flexible programme structure of taught modules by creating a programme of study designed to suit their own interests and aspirations.
- Acquire a detailed knowledge and understanding of, develop the ability to analyse, evaluate, reflect upon and present on in written, graphical or oral means real estate practice subjects which are required under core modules and otherwise selected by them.
- Apply the law, valuation, property management, lease consultancy, dispute resolution, investment, planning and development to complex situations, both current and emerging.
- Develop and deepen research and investigative skills and a critical and research-oriented approach to the study of areas of real estate in which they are interested.
- Enhance their career opportunities with a postgraduate qualification which emphasises the skills which will enable them to take a pro-active, self-critical and reflective approach to their subsequent careers.

From these aims, the MSc Real Estate enables graduates to gain the following key qualities and characteristics:

- Perceptive: in the ability to innovate and to respond to new and unfamiliar situations with an imaginative and systematic use of knowledge and skills to solve problems.
- Inquisitive: in the capacity to develop intellectually beyond the first-degree level and have the ability to critically question accepted orthodoxies and conventions and with the ability to progress to higher degrees should they so choose.
- Progressive: through the beneficial opportunity from a stimulating and relevant programme of taught and self-development study that is underpinned by research and meets both student needs and the emerging needs of practice and one in which the learning environment stimulates the student to take a pro-active role.
- Professional: by the potential of stimulating development so as to become beneficial, professionally aware and qualified members of the real estate community in meeting the developing needs of practice and wider stakeholders in both the UK and internationally.
- Competent: in their possession of a substantial core of theoretical and applied knowledge, appraisal and practice-based application in connection with both technical core and option modules (electives).
- Creative: in seeking solutions to a diverse set of assignments and briefs allowing extended thinking and fully evaluated solutions.
- Reflective: in the practice of research concepts, principles and methods and have developed a commitment to research culture and life-long learning.
- Observant: to the new and emerging aspects and requirements of the real estate sector to fulfil business and people needs and which itself is challenged

by global and local agendas led by environmental, social, economic, financial and technological factors.

- Engaging: in selecting option modules (electives) of choice thus gaining a deep critical personal knowledge and understanding of specialist areas of interest aligned to those who practise primarily in the commercial property practice sector.
- Employable: based on a challenging and stimulating course providing opportunities for practitioner interface through a range of assignment projects, talks, functions and other outlets.

B. Programme Learning Outcomes

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

Programme Learning Outcomes

	Knowledge and Understanding On completion of the course students will be able to:		Intellectual Skills On completion of the course students will be able to		Subject Practical Skills On completion of the course students will be able to
A9	Display an understanding of investment appraisals and property finance and funding strategies and which influence risk and returns in the real estate sector.	B6	Demonstrate clarity of problem definition and scope, critical evaluation of a focused review of relevant literature, selection of appropriate methodology, proficiency in the collection, analysis and the ability to synthesise material in drawing relevant conclusions.	C5	Undertake valuations for a variety of purposes set against a range of bases of value and using relevant valuation approaches and methods.
A10	Demonstrate an understanding of the quantitative and qualitative research methods and various techniques associated with the design and presentation of a research-based project.	B5	Recognise the implications of ethics and professional judgment and apply these principles to studies which have a high bias and content in respect of regulation and standards.	C4	Use a range of research and consultancy skills acquired through individual and group project work.
A8	Demonstrate an understanding of the significance of strategic and operational real estate management impacting ownership, occupier and investor decisions.	B4	Exercise sound reasoned judgment in relation to professional practice problems and research questions.	C3	Demonstrate proficiency in the analysis and interpretation of a wide range of market, price, legal and business data or information from primary and secondary sources.
A7	Demonstrate an analytical knowledge in respect of spatial planning and urban	B3	Demonstrate deep, questioning and problem-solving approaches to the technical scenarios where relevant	C2	Competently develop and use modelling approaches in order to support professional reports, business plans and valuation,

	placemaking, development and the wider sustainability agenda.		conclusions and recommendations are demanded.		investment and development appraisal computations.
A5	Demonstrate clear and holistic understanding of professional regulation and ethical standards applied to and required of real estate professionals in relation to their field of work.	B2	Prepare and deliver technically accurate and logically sound argued solutions to case study problems.	C1	Draft and present professional reports and other documents, both practice-orientated and academic focused.
A4	Demonstrate deep knowledge and critical understanding of property valuation and appraisal techniques used for a variety of purposes and as normally applied to the real estate markets in the UK and in outline globally.	B1	Demonstrate proficiency in the analysis and interpretation of a wide range of data and related information.	C6	Deconstruct legal issue problems and develop an ability to apply knowledge and understanding to offer evidenced conclusions, addressing complex actual or hypothetical problems.
A3	Analyse clients' needs and produce justified and reasoned outcomes in relation to real estate sector situations.				
A2	Demonstrate an inquisitorial understanding of information, communication and technology systems as impacting the actions and activities of real estate entities and professionals.				
A1	Demonstrate a high level of knowledge and understanding of the principles of real estate fundamentals and markets.				
A6	Display knowledge and critical understanding of aspects of UK				

and (in outline) International law, policies and regulatory frameworks as they impact on the work of real estate professionals.				

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills 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

D. Outline Programme Structure

The programme consists of five core modules, four at 30 credit points each and one at 60 credits for the full MSc programme.
The minimum requirement for a Postgraduate Certificate (PgCert) is 60 credits, for a Postgraduate Diploma (PgDip) is 120 credits and for the Master's degree (MSc), 180 credits. In some instances, the Postgraduate Certificate or Postgraduate Diploma may be the final award and Postgraduate Certificates and Postgraduate Diplomas may be offered to students who only complete specified parts of a Master's degree.
All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.
Students on the 2-year placement version of the programme should complete all of their taught modules and their project or dissertation by the end of September, and work in their placement area for a maximum of 12 months, starting in October. The student should confirm that their placement opportunity is available by the end of July and the course team will confirm whether this is acceptable within two weeks. Students on placement must complete a portfolio assessment which includes a reflection on how the theories they have learnt during their teaching year has helped them in their placement and demonstrate ability to apply their teaching in a real business situation.
The Course Structure on the table below.

MSc Real Estate

Level 7							
MSc Real Estate							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time

LAND USE, PLANNING AND DEVELOPMENT	BT7104	30	7	TB 1		1	1
PROPERTY INVESTMENT ANALYSIS AND FUNDING	BT7106	30	7	TB 2		1	2
REAL ESTATE APPRAISAL AND VALUATION	BT7101	30	7	TB 2		1	1
REAL ESTATE FUNDAMENTALS AND LAW	BT7100	30	7	TB 1		1	1
RESEARCH PROJECT AND METHODS	BT7109	60	7	TB 3		1	2
Optional Modules							
Professional Placement	BA7777	120	7	1 - 3		1	0

Exit Awards at Level 7

Students exiting the programme with 60 level 7 credits are eligible for the award of Postgraduate Certificate.
Students exiting the programme with 120 level 7 credits are eligible for the award of Postgraduate Diploma.
(Where appropriate – specify if there are any core modules that students must achieve for either of the exit awards)
Please note pre-requisite requirements for master's courses should only be set where there are defined progression points in the course where assessment boards have ratified module outcomes.

E. Teaching, Learning and Assessment

The Faculty's Principles of Teaching, Learning and Assessment will be employed into the programme.

All students on the programme are working towards a professional career in which they must be able to exercise judgment, communicate with clients, other stakeholders 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 ethical, environmental and cultural and social principles apply to their own field such that they

develop a responsible attitude towards the role that built environment professionals can play in modern society.

The real estate team 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 will enable them to develop the skills that they will need as practitioners alongside their acquisition of knowledge and critical thinking. The student should, as far as practicable, be empowered to take control of their learning but be supported strongly through the process. However, it is also recognised that, although students come into the programme with developed learning skills acquired through their first degrees, the nature of the programme is intensive. Therefore, extensive use of lectures is made to ensure the imparting of key information that students then analyse and develop at depth through both formatively and summatively assessed work.

In accordance with the professional practice nature of the programme, 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 material and skills they are required to develop through the tasks set. Use will also be made of visiting lecturers to ensure currency of projects. Support sessions and tutorials aimed at both knowledge reinforcement and skills development, as well as to provide both feedback and feedforward direction are also an important part of the delivery strategy.

A solid and comprehensive technical and professional knowledge base is non-negotiable and is delivered through lectures, seminars and tutorials; deep knowledge acquisition lies at the heart of our programmes. Teaching for full-time students takes place both through a mixture of tutorial attendance spread throughout the two main teaching blocks and short-block attendance (for three days in one week). Part-time students are taught exclusively in short blocks although are encouraged to attend any tutorial sessions used to support learning and evaluation activities.

The short block delivery is very compatible with the needs of those working full-time, and experience shows that many students studying full-time enjoy the ability to have concentrated periods in which they can progress their self-study; it also means students can study on a full-time basis even if they live some considerable distance from Kingston as they can come in for just short periods. The exceptions to these patterns of delivery are the optional fieldtrip of up to one week in duration (in module BT 7100) and the research project where the emphasis is on individual tutorials after an initial one-day briefing; this module concludes with the Masters Conference. Follow up support after teaching blocks takes place both face-to-face for full-time students and through the use of web-based resources and by email for all students.

Further, where possible, teaching periods will be augmented with site visits which provide opportunities to reinforce key principles taught. It is recognised that part-time students may be unable to participate in some of these wider activities, but such students are normally engaged in professional practice in which their practical application is running alongside their academic studies.

The following teaching and learning approaches are used:
- Tutor-led classroom sessions to facilitate the delivery of key concepts and principles and which will be supported by online resources, journals, textbooks and other learning resource material.
- Student-centred activities and participative learning via group exercises, computer laboratory practical sessions, case studies and presentations, problem-centred learning and discussion.
- Study groups to encourage and foster mutual support, inclusivity in activities, sharing of learning and developing of team-work and leadership skills.

- Each core module has a set of lecture slide presentations that are supplemented by a course outline and briefing. There is online access to the Canvas Learning Management system to support study groups and individual students.
- Business and Commercial English Language support is offered to international students, especially where English is not their main language.

Lectures are used to impart key information and will normally be limited to no more than two hours in duration, followed up by seminars. Extensive use is made by teaching staff of e-learning via Canvas, our on-line learning environment. Teaching for the MSc Real Estate is 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.

Developing skills is also critical to successful vocational education. These skills are practical, such as the ability to work together, present orally and write professional reports, but one of the key skills is to obtain competency in the use of a range of IT applications such as MS Word, PowerPoint and Excel and these are taught and practised as an integral part of the core curriculum.

Students also need to develop high level information retrieval skills and the ability to design and execute research effectively using appropriate analysis tools and draw relevant and reasoned conclusions, as these skills underpin their entire learning. For example, in addition to the research modules, notably Research Project and Methods, which provide the prime vehicle for the formal learning of these skills, they are practised and enhanced through exercises including:

- the resolution of legal or practice problems that may occur in the client-advisor relationship;
- debating some of the ethical and policy issues that practitioners may face in their professional lives; and
- rationalising cross-border challenges in the real estate global environment which real practitioners commonly find themselves in (through the optional international field trip or UK based equivalent (using outward research capabilities).

All students undertake a research project which helps them integrate their learning and understanding from the taught and research modules. On the MSc Real Estate programme, the Research Project encourages students to undertake a project of a type that is appropriate to them personally but which will help them to synthesise their learning and produce new knowledge. Therefore, a student in full-time employment in the industry studying part-time might choose to study something related to their own organisation business model or organisation's professional activities, whilst another who perhaps comes with a strong computing background might test software applications; a third may choose to undertake a standard dissertation. We are committed to the principle that each student, whilst in possession of the core knowledge and skills base, is considered and developed as an individual playing to their own strengths and interests and the potential best contribution they can make moving forward. In all cases they are strongly encouraged to integrate empirical investigations, thus demonstrating research, inter-personal and analytical skills.

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:

- Draft submissions for comment;
- Online discussion groups monitored by staff;
- Self-administered or in-class quizzes to test recently covered lecture material;
- Formal 'client meetings' in which notes are made and feedback given;

- In class case study, practice and negotiation exercises; and
- The preparation of portfolios of work based on weekly seminar work, where only the final portfolio is assessed summatively.

Summative assessment takes a wide range of forms such as individual and group (small-team) coursework, case studies, presentations, an individual literature review and research project, mock hearings, and reflective report/essays which may be linked to site visits/field trips. The detailed information on assessments can be found in the module descriptors and detailed in the Assessment Calendar. In the case of this programme, which has a strong technical and legal content, each taught module is tested both by a variety of types of coursework brief, some individual some group but in the case of the programme, assessment is 100% coursework-based and there are no formal examinations.

In designing coursework assignments, a policy has been adopted to ensure that, as far as possible, emphasis is placed on developing simulated and real-world experiences. This approach, which ensures that students write professional reports, enter debates and make oral presentations, is focused on developing employability skills. However, the Research Project and Methods module do ensure that they can create and sustain an argument and competently produce rigorous academic research.

Each module is designed to test up to five learning outcomes; therefore, in each module a range of assessment is undertaken with up to three formal summative points, spread throughout the year better to ensure an even workload for the student. Five modules (the 4 taught and Research Principles and Application) are taken throughout the first 2 teaching blocks and start of the third block if in full or part-time (latter is spread over 2 academic years) mode whilst the Research Project is undertaken primarily during teaching block 3 (during the period from May until August). The final MSc Conference presentation takes place at the beginning of September at course end.

In designing the amount of assessment to be undertaken in each module the principle is that as far as possible equivalence of effort and output is designed such that the output for each module will normally be in the range of 7000 total words or equivalent, with the exception of the Research Project and Methods module, which is between 12,000 to 15,000 words.

Feedback to students on summative assessment is vitally important. This is delivered through a number of means such as formal written individual feedback which contains pointers for future improvement, class collective feedback, issuing of model answers and the with the use of video software.

F. Support for Students and their Learning

Students are supported by a variety of means at University, Faculty and Department level and by the Students' Union. Our Academic Teams maintain as far as practicable an open-door policy in the spirit of supporting students. We are particularly mindful that postgraduate students, many of whom are balancing work, study and their personal lives, need clear 'signposting' to ensure that they are well supported and in a timely fashion.

The following mechanisms are used in support of students at the point of need:
- 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 Director who can give support to help students understand the context of their discipline and the programme structure
- A Faculty Administration Team which 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, disability and equality support;

- A Staff Student Consultative Committee to promote good communication between students and staff and which ensures staff are aware of any collective concerns that students may have;

- An induction programme and study skills sessions at the start of the academic year to ensure that students are aware of the expectations we have of them as they move through the programme;

- The full range of the university support services which includes BLASC (the Business and Law Academic Skills Centre), English language support and LinkedIn Learning;

- A personal tutor appointed at induction to support both academic studies and other related matters; and

- Mid-point and end of year student evaluations to ensure that modules continue to best service student learning needs.

A Range of Support for Careers and Employability:

- Close contact with the University Careers and Employability Service;

- The Institute promotes relationships with employers and supports students locally with careers advice, CV writing, and organises events such as alumni evenings, speed interviewing etc.;

- Close contact with local and international employers and professional bodies and encouragement to students to enter professional competitions in which the Institute has an enviable record; and

- Support to students to gain placements and internships (the Careers and Employability Service team provides valuable guidance in supporting students with their placements, whether work, research, entrepreneurial or study abroad; a Placement Tutor will visit during the professional placement and meet with the student and work place supervisor)

G. Ensuring and Enhancing the Quality of the Course

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

- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP)

- Student evaluation including Module Evaluation Questionnaires (MEQs), the National Student Survey (NSS)

- Internal and external moderation of graded assignments

H. External Reference Points

External reference points which have informed the design of the course. These include:

- PSRB standards
- QAA Subject benchmarks
- Other subject or industry standards

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** 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 7					
		BT7101	BT7100	BT7106	BT7104	BA7777	BT7109
Knowledge & Understanding	A9			S			
	A10						S
	A8	S					S
	A7		S		S		S
	A5	S	S				S
	A4	S		S			
	A3	S	S	S	S		
	A2	S	S	S	S		S
	A1	S	S	S	S		
	A6		S	S			S
Intellectual Skills	B6						S
	B5	S					S
	B4	S	S				
	B3			S	S		
	B2	S	S		S		
	B1	S		S			S
Practical Skills	C5	S		S			
	C4						S
	C3	S	S				S
	C2	S		S			
	C1	S	S	S	S		S
	C6		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.

Additional Information