

PROGRAMME SPECIFICATION

Bachelor of Science with Honours in Real Estate

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
JACS Code	K200
Programme Duration	Part-Time: 5 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Construction, Property and Surveying (2008)
Programme accredited by	Royal Institution of Chartered Surveyors (RICS) Chartered Association of Building Engineers (CABE)
Description of accreditation	RICS - http://www.ricscourses.org/Course/# Partnership agreement - reviewed annually CABE - https://www.cbuide.com/careers/accredited-universities/list-of-accredited-
Validated target and alternative exit awards	Bachelor of Science with Honours in Real Estate Diploma of Higher Education in Real Estate Certificate of Higher Education in Real Estate
Programme Leader	Sarah Buxbaum

Educational aims of the programme

This programme is for degree apprentice students only.

To provide students with an understanding and appreciation of the real estate discipline and to provide the requisite knowledge, skills and attributes to pursue a career within the profession. The programme will provide students with the fundamental technical and professional knowledge required in key subject areas including valuation, real estate law, construction technology, real estate management and investment.

The programme is accredited by the Royal Institution of Chartered Surveyors and leads to corporate membership on completion of the Assessment of Professional Competence. The programme aims to embed core real estate surveying competencies within each level of study.

To provide a well-balanced education which allows the student to achieve his/her full academic potential at first degree level and in doing so to facilitate the development of independent logical thought and judgement.

To enable the student to develop their intellectual, analytical and critical abilities in order that they might exercise those abilities within the disciplines that constitute Built Environment studies.

To produce a basis for general professional experience and to encourage a consciousness of the professional, business and commercial environment.

To encourage students to engage with the development of employability skills by completing a self-awareness statement.

To provide the framework within which students can achieve the level of attainment, appropriate to their abilities in the context of the programme of study that provides recognition of that level.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

A student who is eligible for this award will be able to:

Demonstrate knowledge of the underlying concepts and principles associated with Real Estate, and an ability to evaluate and interpret these within the context of that area of study.

Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop

lines of argument and make sound judgements in accordance with basic theories and concepts of Real Estate.

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education

A student who is eligible for this award will be able to:

Demonstrate knowledge and critical understanding of the well-established principles of Real Estate and of the way in which those principles are applied. To have developed an ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.

Demonstrate knowledge of the main methods of enquiry and an ability to critically evaluate the appropriateness of different approaches to solving problems in Real Estate.

Demonstrate an understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge

Target award Learning Outcomes - Bachelor of Science with Honours

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Demonstrate knowledge and understanding of the technological, economic, social and environmental framework relating to real estate.
2. Demonstrate knowledge and understanding of the valuation methodology and legal concepts required for
3. the acquisition, management and disposal of real estate investments.
4. Have an appreciation of the social, legal and economic framework and processes concerned with the use
5. and development of land resources.
6. Have a comprehensive understanding of the strategic managerial and business processes associated
7. with corporate real estate management
8. Demonstrate awareness of the regulatory and ethical framework relevant for professional practice within
9. the real estate sector.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Lectures, tutorials, problem solving sessions, seminars, workshops, computer sessions, field work, participation in projects.

Examinations, assignments, preparation of reports, oral presentations, workshops, peer review, computer-based exercises..

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Programme structure - programme rules and modules

Part-time students will study the programme over a 5 year period. The programme is designed as follows:

Year 1: 4202BEUG; 4205BEUG;4210BEUG;4218BEUG

Year 2: 4201BEUG; 4203BEUG;4219BEUG

Year 3: 5205BEUG; 5206BEUG;5224BEUG;5225BEUG

Year 4: 5202BEUG; 5203BEUG;5229BEUG;6215BEUG;6217BEUG

Year 5: 6200BEUG;6230BEUG;6216BEUG;6218BEUG

All modules are core (compulsory). Credit must be attained from all the core modules detailed below to achieve the BSc(Hons) Real Estate, which is the only award accredited by the RICS.

Students who do not attain credit from all the modules may be eligible for alternative exit awards. These alternative exit awards, which do not recruit directly, are not accredited by the RICS.

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
6200BEUG RESEARCH PROJECT (30 credits) 6215BEUG ADVANCED VALUATION (20 credits) 6216BEUG REAL ESTATE IN PRACTICE (20 credits) 6217BEUG REAL ESTATE INVESTMENT (20 credits) 6218BEUG STRATEGIC REAL ESTATE MANAGEMENT (20 credits) 6230BEUG WORK BASED PROJECT 3 (10 credits)		120 core credits at level 6 0 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5202BEUG PROPERTY LAW (20 credits) 5203BEUG RESEARCH METHODS (10 credits) 5205BEUG ASSET MANAGEMENT (20 credits) 5206BEUG PATHOLOGY AND INSPECTION (20 credits) 5224BEUG APPLIED VALUATION (20 credits) 5225BEUG PLANNING AND DEVELOPMENT (20 credits) 5229BEUG WORK BASED PROJECT 2 (10 credits)		120 core credits at level 5 0 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4201BEUG COLLABORATIVE INTERDISCIPLINARY PROJECT 1 (10 credits) 4202BEUG INTRODUCTION TO LAW (20 credits) 4203BEUG CONSTRUCTION AND PROPERTY ECONOMICS (20 credits) 4205BEUG ACADEMIC AND DIGITAL LITERACY (10 credits) 4210BEUG INTRODUCTION TO CONSTRUCTION TECHNOLOGY (20 credits) 4218BEUG VALUATION (20 credits) 4219BEUG INTRODUCTION TO PROPERTY APPRAISAL (20 credits)		120 core credits at level 4 0 option credits at level 4

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

Work-related learning is included within this programme, so students have the opportunity to engage in real world projects and activities. In doing so, students will be able to apply and further develop their knowledge and employability skills in a 'world of work' context.

Work-related learning may take different forms, the most common being: simulations of workplace activity and employer-driven case studies. Real world case studies are used wherever possible.

The programme has active links with industry and proactively encourages employer input at each level of the programme.

Criteria for admission

A/AS Level

112 points: minimum two A2 levels

BTEC National Diploma

Level 4: 112 UCAS points

AVCE

112 points: minimum two A2 levels

Irish Leaving Certificate

Level 4: 112 UCAS points; minimum 3 subjects at Higher level

Scottish Higher

Level 4 : 112 UCAS points; minimum 3 subjects at Advanced Higher level

International Baccalaureate

Level 4: 112 UCAS points

Access

Level 4: 112 UCAS points

Higher national diploma

HNC/HND (Non-cognate) Level 4 Entry: Pass

HNC/HND (Cognate) Level 4 Entry: Pass

Level 5 Entry: Pass

Other

Foundation Degree(Cognate)

Level 4: 240 credits, mean less than 60% at Level 2

Level 5: 240 credits, mean 60% or more at Level 2

Mature entry

Mature students can be awarded entry if the Programme's Admissions Tutor deems them suitable. The definition of a mature student is not age related but is related to experience in the industry.

In exceptional circumstances, candidates with non-standard qualifications may qualify for entry to the course on the basis of considerable experience.

Overseas qualifications

Overseas student applicants must have the equivalent qualifications as UK students. In addition they must have achieved an IELTS score of at least 6 with at least 5.5 in each component for non UK/EU students.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA)

Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

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

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.