LSBU
EST 1892

Course Specification

A. Course Information

Final award title(s)	MSc Real Estate (Non-Cognate)
Intermediate exit award title(s)	PgDip Real Estate PgCert Real Estate

UCAS Code		**Course Code(s)**	Full-time: 5291, 4131 Part-time: 5292, 4964

Awarding Institution	London South Bank University
School	☐ ASC ☐ ACI ☒ BEA ☐ BUS ☐ ENG ☐ HSC ☐ LSS
Division	Construction, Property and Surveying
Course Leader	Andrew Maber-Jones
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other:
Mode(s) of delivery	☒Full time ☒Part time ☐other please specify

Length of course/start and finish dates				
	Mode	**Length years**	**Start - month**	**Finish - month**
	Full time	1 year	September	September
	Full time with placement/ sandwich year	N/A	N/A	N/A
	Part time	2 years	September	September
	Part time with Placement/ sandwich year	N/A	N/A	N/A

Is this course suitable for a Visa Sponsored student?	☒ Yes (FT only) ☐ No

Approval dates:	Course Validation date	September 2024
	Course Review date	September 2029
	Course specification last updated	September 2024

Professional, Statutory & Regulatory Body accreditation	Royal Institution of Chartered Surveyors (RICS)
Link to Institute of Apprenticeship (IoA) Standard and Assessment Plan (Apprenticeship only)	N/A

Reference points:	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations
	External	Office for Students (OfS) Guidance QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications

		Subject Benchmark Statements (Land, Construction, Real Estate and Surveying April 2024) PSRB Competitions and Markets Authority SEEC Level Descriptors 2021

<table>
<tr><td colspan="2" align="center">B. Course Aims and Features</td></tr>
<tr><td>Distinctive features of course</td><td>This course is intended for non-surveying graduates who are working, or intending to work, in this area of the property industry. It is specifically designed for non-cognate degree holders and those working in the industry with relevant experience but without a degree.

Two supplementary modules at the beginning of the course bring students up to speed in relation to valuations, construction and planning, before they embark on the Master's level modules. These supplementary modules are a distinguishing feature of the course and are highly valued by students and their employers.

The postgraduate modules cover advanced valuations, sustainability and net zero, corporate real estate management, property asset management, real estate law and real estate economics and finance.

Students also select one option from a wide selection of modules that are offered to all our postgraduate students. In order to complete the MSc stage, students undertake a major dissertation on a topic approved by their supervisor.</td></tr>
<tr><td>Course Aims</td><td>The course aims to provide, in support of the University's mission statement, a high-quality education that offers opportunities to students with a diverse range of non-cognate educational backgrounds to embark on a career in quantity surveying within the construction industry.
The MSc Real Estate aims to:
1. Provide an intellectually demanding and vocationally relevant learning experience for non-cognate graduates and professionals that is recognised and accredited by the Royal Institution of Chartered Surveyors (RICS).
2. Develop a critical understanding of the knowledge, techniques and skills required for professional competence as general practice surveyors.
3. Expose students to current research and practice and develop their ability to synthesise the theoretical and practical aspects of general practice real estate.
4. Develop qualities and transferable skills that are required to exercise initiative, make decisions in complex and unpredictable contexts, embrace change and engage in future study or research and career development.
5. Further develop students' research and analytical skills to an advanced level.
6. Enable students to develop specialist knowledge of an aspect of real estate through supervised research.</td></tr>
<tr><td>Course Learning Outcomes</td><td>a) Students will have knowledge and understanding of:

A1 The property industry, the main actors, their roles and inter-relationships in property management, investment and development.
A2 The legal system, tort, contract, interests in land, landlord and tenant.
A3 The economics and market operation of the property industry.
A4 Concepts, procedures and techniques for the management, valuation and appraisal of property. Including the financing of property in portfolio and project context.
A5 Real estate strategy in the occupier's sector and corporate strategy in the property sector.
A6 Professional practice, sustainability and professional & ethical responsibilities, best practice in relation to health, safety and welfare.

b) Students will develop their intellectual skills such that they are able to:

B1 Assemble information and data from a variety of sources and discern and establish connections.
B2 Identify and critically analyse issues with reference to pertinent argument and evidence.
B3 Critically evaluate current theory and practice in relation to the management, valuation and appraisal of property.
B4 Appraise complex and unfamiliar problems and apply professional judgement in order to devise solutions and/or recommend appropriate actions.</td></tr>
</table>

B5   Select and use appropriate research methods to undertake independent research at postgraduate level.

c) Students will acquire and develop practical skills such that they are able to:

C1   Collect, analyse and use property-related data for the purpose of management, valuation and appraisal.
C2   Select and use valuation and appraisal techniques in a property context.
C3   Use relevant software packages.

d) Students will acquire and develop transferrable skills such that they are able to:

D1 Effectively communicate complex ideas, information and data by oral, written and visual means in a form appropriate to the intended audience.
D2 Apply statistical and numerical skills at an advanced level.
D3 Use information and communication technology (ICT) to locate and access opinion, information and data from a wide range of sources and communicate information to others.
D4 Solve problems and make decisions as a member of a team.
D5 Learn effectively and independently.

C. Teaching and Learning Strategy

Acquisition of the above is achieved by a combination of formal lectures, discussion, student-led seminars, tutorials, workshops, directed reading, coursework, case study, project work and supervised research. Guest speakers from industry have a significant involvement in the course, contributing direct experience of current practice and case study material. Students are expected to take responsibility for their learning within the framework provided by academic staff. Online access to learning material is available via the Blackboard virtual learning environment.

B1 and B2 are addressed in all modules through classroom discussion and coursework and developed by feedback from academic staff. These skills are most explicitly addressed in the Dissertation module. Library and Information Services staff lead workshops on the use of ICT for information gathering and research. B3 is developed by exposing students to relevant research and current practice and asking them to evaluate both in classroom discussion, in-class tests and in the preparation of a report on a set of issues arising from the management of an industrial park. B4 is developed through project work, using live projects and case study material. B5 is developed through teaching research methods and by students undertaking and writing up a substantial piece of independent, supervised research for their Masters dissertation.

C1 is developed in the Valuations modules and Real Estate Economics and Finance modules. Students learn to use software for valuations, through workshop activity and use of software in project work in several of the modules in the course.

Aspects of D1 are developed throughout the course through classroom discussion, individual and group presentations, essay and report writing and the production of a dissertation. D2 is taught and developed in the Real Estate Economics modules. Library and Information Services staff are involved in teaching ICT skills. There is online access to help and self-teach packages. Group work in a number of modules develops teamwork skills. D4 is developed in the preparation of a group report in the module. D5 is acquired throughout the course and is supported by direction and guidance provided in module guides.

D. Assessment

Assessment involves a combination of unseen and open book examinations, in-course tests, research essays, reports, analytical exercises, use of software applications, seminar presentations, individual and group project work and a 15-20,000-word dissertation. Assessment of B3 involves project work that simulates problems that students will encounter in industry; it involves teamwork and culminates in presenting recommendations. Practical skills are assessed through coursework and project work. Communication skills are assessed through all means of assessment already mentioned.

E. Academic Regulations

The University's Academic Regulations apply for this course.

https://www.lsbu.ac.uk/about-us/policies-regulations-procedures

F. Entry Requirements

In order to be considered for entry to the course applicants will be required to have one of the following qualifications:

a)   A good Honours degree (normally an upper second-class Honours degree); or
b)   Corporate membership of a professional institute of comparable standing to the RICS; or
c)   A qualification regarded as equivalent to the above; or
d)   A lower-level qualification together with considerable experience may be acceptable.

Those applying for entry on the basis of experience will be asked to submit a record of work experience that has been certified by a partner/director who has supervised the applicant's work and this record will provide the basis for interview with the Course Director. The duration of work experience will normally be at least 10 years and the work experience must satisfy criteria in relation to relevance, breadth and level of responsibility.

Part-time students will normally be currently employed in a surveying practice or property company. Applicants must normally be able to show that their employers support their application and that attendance on a regular basis will be possible throughout the duration of the course.

All students are expected to have competency in spoken and written English at a level appropriate for postgraduate study. Applicants for whom English is a foreign language should hold a recognised qualification in English; i.e. British Council IELTS (minimum overall score of 6.5 and minimum of 6.0 in each component) or an equivalent qualification.

G. Course structure(s)

Course overview

- Upon successful completion of two Level 6 conversion modules and six Level 7 modules, including an option module, leads to the award of Postgraduate Diploma. In order to obtain a Master's degree students must also successfully complete a dissertation.

- Each module of study is a self-contained part of the course and carries a credit value of 20 points. The only exception to this is the dissertation module that carries a credit value of 60 points.

- The course is delivered on a semester pattern, each semester being 13 weeks in duration. Full-time students complete the taught modules of the course in two semesters, normally submitting the dissertation at the end of August following the completion of the second semester of study. Part-time students complete the taught modules of the course in four semesters, normally submitting the dissertation at the end of September following completion of the fourth semester of study.

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Level	Modules	Full-time Semester	Part-time Semester
6	Valuations & Surveying	1	1
	Sustainable Construction and Planning	1	1
7	Sustainability, Energy and Net Zero	1	3
	Property and Building Law	2	2
	Property and Asset Management	2	2
	Real Estate Economics and Finance	1	3
	Corporate Real Estate Management	2	4
	Advanced Valuations	2	4
	Dissertation	2 and 3	4 and 5

Full time

		Semester 1		Semester 2	
	Level 6	Valuations & Surveying	20		
		Sustainable Construction and Planning	20		

Level 7	Sustainability, Energy and Net Zero	20	Property and Building Law	20	
	Real Estate Economics and Finance	20	Property and Asset Management	20	
			Corporate Real Estate Management	20	
			Advanced Valuations	20	
			Dissertation	60	

Part time

		Semester 1		Semester 2	
Year 1		Valuations & Surveying	20	Property Building and Law	20
		Sustainable Construction and Planning	20	Property and Asset Management	20
Year 2		Energy and Net Zero	20	Corporate Real Estate Management	20
		Real Estate Economics and Finance	20	Advanced Valuations	20
				Dissertation	60

Placements information

N/A

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
EBB-6-159	Valuations & Surveying	6	1	20	2 Courseworks
EBB_6_155	Sustainable Construction and Planning	6	1	20	2 Courseworks
EBB-7-174	Advanced Valuations	7	2	20	Coursework and exam
EBB-7-153	Property and Asset Management	7	2	20	Coursework and Exam
EBB-7-181	Corporate Real Estate Management	7	2	20	2 Courseworks
EBB_7_157	Sustainability, Energy and Net Zero	7	1	20	3 Courseworks
EBB-7-179	Real Estate Economics and Finance	7	1	20	2 Courseworks
EBB-7-150	Property and Building Law	7	2	20	Coursework and Exam
EBE-7-148	Dissertation	7	2	60	Proposal and dissertation

I. Timetable information

Confirmed timetable is normally available one month prior to the start of the course.
Full time students will attend on multiple days.
Part time students will attend on one day per week

Students will be notified of any changes to the timetable.

J. Costs and financial support

Course related costs

Tuition fees/financial support/accommodation and living costs

Information on tuition fees/financial support can be found by clicking on the following link:
http://www.lsbu.ac.uk/study/undergraduate/fees-and-funding or
http://www.lsbu.ac.uk/study/postgraduate/fees-and-funding
https://www.lsbu.ac.uk/international/fees-and-funding

Information on living costs and accommodation can be found by clicking the following link:
https://www.lsbu.ac.uk/student-life/our-campuses/southwark/cost-of-living

List of Appendices

Appendix A: Curriculum Map
Appendix B: Personal Development Planning (postgraduate courses)
Appendix C: Terminology

Appendix A: Curriculum Map
This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Course Outcomes	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	C1	D1	D2	D3	D4	D5

Modules

	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	C1	D1	D2	D3	D4	D5
Level 6																		
Valuation and Surveying	DT/A	DT/A	DT/A				DT/A	DT/A	DT/A				DT/A	DT/A	DT/A	DT/A	DT/A	DT/A
Sustainable Construction and Planning	DT/A						DT/A	DT/A	DT/A				DT/A	DT/A		DT/A		DT/A
Level 7																		
Sustainability, Energy & Net Zero	DT/A		DT/A	DT/A	DT/A			DT/A	DT/A	DT/A	DT/A		DT/A	DT/A				DT/A
Property and Building Law	DT/A	DT/A		DT/A	DT/A		DT/A	DT/A	DT/A		DT/A			DT/A		DT/A		DT/A
Property and Asset Management	DT/A	DT/A	DT/A	DT/A	DT/A		DT/A		DT/A	DT/A	DT/A			DT/A		DT/A	DT/A	DT/A
Real Estate Economics and Finance	DT/A		DT/A		DT/A				DT/A	DT/A		DT/A			DT/A	DT/A	DT/A	
Corporate Real Estate Management	DT/A	DT/A				DT/A			DT/A	DT/A	DT/A	DT/A		DT/A		DT/A	DT/A	DT/A
Advanced Valuations	DT/A	DT/A	DT/A	DT/A				DT/A	DT/A	DT/A	DT/A	DT/A		DT/A	DT/A	DT/A		DT/A
Dissertation **								DT/A	DT/A	DT/A	DT/A	DT/A		DT/A	DT/A	DT/A		DT/A

** A Dissertation may address one or more programme outcomes A1-A8 depending on choice of research topic.

Appendix B: Personal Development Planning
Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	All students are allocated a personal tutor (in this case this person will also be the Course Director), who they meet for the first-time during orientation. The tutor is normally a chartered surveyor or real estate specialist whose advice will be informed by detailed knowledge of the surveying profession. Personal tutors are available during published 'surgery' hours (minimum two hours per week). During orientation students are given a course guide that provides them with a holistic overview of their studies and an introduction to all University support facilities. They are introduced to LSBU student support services and the virtual learning environment.
2 Supporting the development and recognition of skills in academic modules/modules.	The course provides a vocationally relevant learning experience for cognate graduates seeking to develop a career in general practice surveying. The course is accredited by the Royal Institution of Chartered Surveyors (RICS). Students are from a wide range of backgrounds; part-time and full-time students are jointly taught and there is some joint teaching with students from other courses. In this context students develop awareness of their own professional discipline and other disciplines within the built environment. The course provides excellent networking opportunities. The course is intensive, and students learn to manage their time and meet deadlines for assignment submission that are spelt out in course and module guides. Team-working skills are developed through group project work in the modules. The course develops skills and competencies that are specific to a career in general practice real estate. The ability to learn independently and reflect critically is developed throughout the course. Reflection is encouraged through tutorial support and feedback.

	Students learn to use a variety of paper-based and electronic information sources. A wide range of assignment work develops the ability to critically analyse with reference to pertinent argument and evidence and compare theory with practice. Oral presentation, discussion and negotiation skills are developed through class seminars and tutorials, individual and group student presentations. Numeracy skills are developed in most of the modules. IT skills that are developed include using word processing to produce business reports, use of spreadsheets for financial appraisal, use of presentation software, online databases and project planning software.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	There is substantial opportunity for development of interpersonal skills in the Dissertation module as many students liaise with outside bodies and market practitioners in the collection of information and data, as well as possible interviews.
4 Supporting the development and recognition of skills through research projects and dissertations work.	Students learn master's level research skills in the research methods component of the Dissertation module and apply them in researching and writing up an MSc dissertation of 15-20,000 words. This provides the opportunity to work, under supervision, in planning, researching and writing up an independent piece of work of a demanding nature. Students develop this piece of work over a period of 6-9 months, during which progress is continually reviewed by the student's supervisor. The dissertation helps develop time management, information gathering and critical appraisal skills. It also offers opportunities to develop communication skills through discussion with supervisors and interviewing skills as part of the primary research. Other qualitative or quantitative research techniques may be developed depending on the choice of research question. IT skills are developed in the writing up and presentation of the dissertation.
5 Supporting the development and recognition of career management skills.	Career management skills are informed by several course modules. The following explicitly address the roles and responsibilities of general practice

	surveyors, the range of specialisms that they can pursue, current developments and prospects for surveying firms and the profession: Institutional and Legal Context for Property; Valuations.
	All students are encouraged to become student members of the RICS when starting the course. Representatives of the RICS make a presentation to all students within the first few weeks of each academic year and students are encouraged to participate in RICS social and CPD events.
	The Department organises careers events and fairs and facilitates communication between employers and students. The University also provides support services for CV preparation and interview training. Contact between students and industry is also achieved by regular participation of practitioners as guest lecturers.
6 Supporting the development and recognition of career management skills through work placements or work experience.	Part-time students gain experience at work that counts towards the 24 months of approved professional experience that needs to be achieved in order to obtain membership of the RICS. This experience is provided by the employing firm as part of a training programme that is agreed between the employer and the RICS.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	The University offers opportunities to all students to develop leadership and teamwork skills through involvement in university clubs and teams.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	The Department organises CPD events for surveying students that are available to current students and alumni. Students are also kept informed about CPD events organised by the RICS.
9 Other approaches to personal development planning.	
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Most part-time students will be logging their work experience in logbooks provided by the RICS. Experience is mapped against the competencies that students need to demonstrate in order to pass the RICS Assessment of Professional Competence (APC). This recording and mapping is supervised by the employer and the documentation is submitted to the RICS for approval. Full-

	time students are able to start logging work experience for the APC as soon as they graduate from the course and obtain relevant employment.

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions