

MSc Real Estate

Programme Specification 2026– 2027

Version: 39.00

Status: Final

Date: 08/05/2026

Summary Programme Details

Final Award

Award: MSc

Title of (final) Programme: Real Estate

Credit points: 180

Level of award: 7

Intermediate award(s)*

Intermediate award 1: Postgraduate Diploma Real Estate

Credit points: 120

Level of award: 7

Intermediate award 2: Postgraduate Certificate Building and Property Studies

Credit points: 60

Level of award: 7

*Intermediate awards will be granted to students that exit the programme part way through if they have achieved sufficient credits in line with the [Academic and Programme Regulations \(opens new window\)](#).

Apprenticeship Standard and Assessment Plan (relevant to apprentices only)

Name of apprenticeship standard: Chartered Surveyor (Degree)

Reference number: ST0331

End Point Assessment: non-integrated

End Point Assessment Organisation: Royal Institution of Chartered Surveyors (RICS)

Link to apprenticeship standard: [Chartered Surveyor](#)

Link to assessment plan: [Chartered Surveyor Assessment Plan](#)

Validation

Validating institution: University of the Built Environment

Date of last validation: February 2020

Date of next periodic review: 2030

Date of commencement of first delivery: September 2014

Duration: 2 years or 2 years plus external end point assessment, if taken as part of an apprenticeship programme

Maximum period of registration: In accordance with the [Academic and Programme Regulations \(opens new window\)](#).

UCAS Code/ HECoS Code: N/A/ 100218

Programming Code: PMSC

Other coding as required: EMS

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Professional accreditation / recognition

Accrediting/recognising body: **Royal Institution of Chartered Surveyors (RICS)**

Details of the accreditation/recognition: MSc accredited. RICS is also the End Point Assessment Organisation for the apprenticeship programme.

Date of last programme accreditation/recognition: January 2023

Date of next periodic review: 2027

Accrediting/recognising body: **Property Services Regulatory Authority of Ireland (PSRA)**

Details of the accreditation/recognition: MSc recognised

Date of last programme recognition: August 2017

Date of next periodic review: N/A

Accrediting/recognising body: **Hong Kong Institute of Certified Property Managers**

Details of the accreditation/recognition: Meets the academic requirement for admission to full membership including Ordinary Member and Fellow Member.

Date of last programme accreditation/recognition: March 2023

Date of next periodic review: 2028

QAA Guidance

[UK Quality Code for Higher Education \(opens new window\)](#)

[QAA Credit Framework for England \(opens a new window\)](#)

[Quality Assurance Agency \(QAA\) Subject Benchmark Statement: Land, Construction, Real Estate and Surveying April 2024 \(opens new window\)](#)

OfS Standards

[Office for Students \(OfS\) Sector Recognised Standards \(opens a new window\)](#)

Programme Overview

Rationale

University of the Built Environment's MSc Real Estate programme is a postgraduate conversion programme delivered by supported online learning and is fully recognised by RICS as meeting its educational requirements for membership.

This programme offers a range of modules that address the competencies required for the RICS Valuation and Commercial Real Estate pathways. Through this programme, students will develop the knowledge, understanding and critical thinking required to practice as a valuer or commercial property surveyor.

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At the heart of the programme are the principles of commercial property valuation and the time value of money.

The programme is ideal for anyone who already has a non-cognate first degree and wants to start a career in real estate. Persons interested in property valuation, property management, development, investment and agency/brokerage should study this programme, as it gives a route to Chartered status.

Employment opportunities include working in private practice or large international real estate firms or working client-side with high net-worth investors or institutions with large property portfolios and government departments.

Entry Requirements

Entrants to this programme normally are required to have attained one of the following:

- a Bachelor's Degree with honours at lower second standard (2:2), or equivalent;

Or

- a Bachelor's Degree, or equivalent, plus experience in a relevant field;

Or

- a Level 5 qualification as defined by Framework for Higher Education Qualifications for England, Wales and Northern Ireland (FHEQ) plus 5 years' relevant experience;

Or

- a professional qualification plus 5 years' relevant experience.

If an applicant does not meet the standard entry requirements University of the Built Environment will consider the application on an individual basis. In these cases, the application will be assessed by the Programme Leader or for students in Hong Kong by the Dean (Academic Portfolio and International), who will give careful consideration to any professional and life experiences as well as any academic or vocational qualifications the applicant may hold. The applicant may be asked to provide a detailed personal statement and/or a reference or letter of support from an employer or mentor to support the application.

Applications are assessed in accordance with the University of the Built Environment [Admissions and Recognition of Prior Learning Policy \(opens new window\)](#).

Apprenticeship programme

Applicants to the apprenticeship programme must also:

- Have the right to work in England, meet Department for Education (DfE) residency status requirements, spend at least 50% of their working hours in England and be directly employed in a job role that will enable the requirements of the apprenticeship to be achieved.
- Have GCSE Grade 4 (or C) or above in Mathematics, or an equivalent qualification. For further information on equivalent qualifications please contact admissions@ube.ac.uk.

Applicants for the apprenticeship programme that are 19+ years old are not required to have [accepted equivalent Level 2 maths and English qualifications \(opens new window\)](#). However, the DfE will fund functional skills qualifications if deemed necessary by the Employer and apprentice. The employer and apprentice will be informed of their options at point of admission, and they will be required to confirm that they opt in or out of further level 2 study to proceed.

- Meet all of the funding eligibility requirements contained in the [DfE funding rules](#).

The academic level of international qualifications that are not listed on the UCAS tariff will be assessed using UK ENIC.

English language requirements

All University of the Built Environment programmes are taught and assessed in English. The applicant will therefore be required to demonstrate adequate proficiency in the language before being admitted to a course:

- GCSE Grade 4 (or c) or above in English Language or English Literature, or an equivalent qualification. For further information on equivalent qualifications please contact: admissions@ube.ac.uk
- Grade 6.0 or above, with at least 6.0 in the reading and writing modules, in the International English Language Testing System (IELTS) academic test administered by the British Council.
- 88 or above in the Internet option, 230 or above in the computer-based option or 570 or above in the paper-based option, of the Teaching of English as a Foreign Language (TOEFL) test.
- Grade 4 (or C) or above in English (Language or Literature) at A/S Level.
- HKDSE (Hong Kong Diploma of Secondary Education) Grade 3, or HKALE (Hong Kong Advanced Level Examination – Advanced Level & Advanced

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Supplementary Level) Grade E, or HKCEE (Hong Kong Certificate of Education Examination) Grade 3-5 or Grade A-D (Syllabus B only).

Applicants with a bachelor's degree that has been taught and examined in the English medium can be considered for entry in the absence of the qualifications detailed above if applying for a non-apprenticeship programme.

Recognition of prior learning (RPL) or recognition of prior experiential learning (RPEL) routes into the programme

University of the Built Environment policy and procedures for Recognition of Prior Experiential Learning (RPEL) and Recognition of Prior Learning (RPL) are set out in the University of the Built Environment [Admissions and Recognition of Prior Learning Policy \(opens new window\)](#). This policy statement takes precedence in any such decision.

University of the Built Environment also recognises credit awarded by higher education degree awarding bodies in accordance with the relevant higher education qualifications framework and allows that credit to count towards module exemption from the programme.

Normally at least one-third of any award must be accumulated as a result of learning assessed by the University, subject to any overriding Professional, Statutory and Regulatory Body requirements. For programmes leading to MSc or MBA awards:

- at least 100 credits (including the final project module) must be accumulated as a result of learning assessed by the University, and
- the final project module must be based on work completed while a student at the University and not before.

Programme Progression

For details of progression arrangements, please view the [Academic and Programme Regulations \(opens new window\)](#).

Successful completion of the MSc will enable the student to apply to the relevant professional body for membership, or to apply for a PhD/MPhil, or to conduct further research.

Award Regulations

For details of award arrangements, please view the [Academic and Programme Regulations \(opens new window\)](#).

Career Prospects

This programme will provide a route for non-cognate and semi-cognate graduates into careers associated with membership of RICS.

This programme equips students with the essential subject knowledge, postgraduate skills and expertise to enable them to enter and work within the real estate areas of practice within the property industry.

The opportunities available are fairly extensive, and include the following areas of professional practice:

- Property management;
- Commercial real estate valuation;
- Property development;
- Real estate investment;
- Commercial property agency;
- Valuation for special purposes, including compulsory purchase, planning compensation and rating.

Programme Aims

Programme aims

The programme is designed for holders of a Bachelor's Degree or equivalent to study a Master's award that is focused on the core disciplines associated with commercial real estate.

It develops students' abilities to integrate interdisciplinary theory and practice, and to research and evaluate data in order to solve complex problems.

The programme also prepares students with a foundation for further professional development and extension of their knowledge, in preparation for further academic study at PhD level.

Market and internationalisation

This programme is aimed at a UK and broad international audience. However, it has as its basis UK law and regulatory controls.

The programme aims to utilise international case studies to further understanding and, where possible, international case studies are considered along with international codes and conventions. The apprenticeship route is available to UK students only.

Programme Structure

Module List

Code	Module	Level	Credits	Core/ Elective
VAL7VAE	Valuation and Ethics	7	20	Core
VAL7AVL	Applied Valuation	7	20	Core
LAW7LBE	Law for the Built Environment	7	20	Core
INV7REV*	Investment Appraisal and Portfolio Management*	7	20	Core
PTY7PRT	Property Transactions	7	20	Core
PLN7PLD	Planning and Development	7	20	Core
PTY7PRM	Property Management	7	20	Elective
VAL7SVA	Statutory Valuations	7	20	Elective
PRJ7PRA/ PRJ7PRS	Postgraduate Project	7	40	Core

Notes

Credits are part of the Credit Accumulation and Transfer System (CATS). Two UK credits are equivalent to one European Credit Transfer System (ECTS) credit.

Students entering with exemptions may see a change to their study route.

* It is strongly advised that a student attempting this module should already have a firm understanding of the concepts, such as the time value of money, which underpin the traditional and modern methods of commercial property valuation. Students should also have experience in the use of Microsoft Excel.

Learning Outcomes

Having successfully completed the programme, the student will have met the following learning outcomes.

A – Knowledge and understanding

Learning Outcomes	Relevant modules
<p>A7.1 Demonstrate core knowledge and skills relevant to the commercial real estate discipline specifically related to its purchase and sale, use and occupation, its valuation and investment appraisal, its market dynamics, its changing characteristics as an asset class and its management and development in the context of international business.</p>	<p>VAL7VAE INV7REV PTY7PRT</p>
<p>A7.2 Demonstrate a critical awareness of the current issues and megatrends in the commercial real estate sector including the impact of climate change, changes in demographics and work patterns, the drive to internationalise and standardise markets, the impact of AI and new technologies and investment in alternative property sectors (e.g. self-storage, petrol stations, hotels, schools, medical centres etc) as informed by leading research and practice in the field.</p>	<p>VAL7VAE INV7REV PTY7PRT PLN7PCG / PLN7PLD PRJ7PRA/ PRJ7PRS</p>
<p>A7.3 Evaluation and selection of appropriate techniques that allow detailed investigations of complex commercial real estate scenarios, taking into account the internal and external business environment.</p>	<p>VAL7VAE VAL7AVL VAL7STV PTY7PRM INV7REV PTY7PRT</p>
<p>A7.4 Synthesise knowledge of valuation, agency, law, property management, planning and development to protect and add value to development land and commercial property as an investment asset class.</p>	<p>VAL7VAE INV7REV LAW7LBE PLN7PCG / PLN7PLD PTY7PRT PTY7PRM</p>

B – Intellectual skills

Learning Outcomes		Relevant modules
B7.1	Critically evaluate the rigour and validity of existing research and scholarship to identify new or revised approaches to commercial real estate practice.	PLN7PCG / PLN7PLD PRJ7PRA/ PRJ7PRS
B7.2	Apply a range of analytical techniques relevant to the commercial real estate sector, including a knowledge of how to use bespoke digital toolkits.	VAL7VAE LAW7LBE VAL7AVL VAL7SVA INV7REV PTY7PRT

C – Subject practical skills

Learning Outcomes		Relevant modules
C7.1	Synthesise theory and practice and apply subject specific knowledge and skills about specialised areas of commercial real estate, including valuation, asset management, development, investment (including ESG investing), real estate securities, real estate economics, market analysis, data analytics, planning and regeneration, real estate law and sustainability (including ESG) to solve complex commercial real estate problems.	VAL7VAE INV7REV VAL7AVL VAL7STV PLN7PCG / PLN7PLD LAW7LBE PTY7PRM
C7.2	Demonstrate an understanding of how changes in both the international and domestic economies can impact real estate activity and decision making.	VAL7VAE INV7REV PTY7PRT
C7.3	Critically evaluate ethical practices, responsibilities to clients, the promotion of EDI and the impact of their actions on economic and social development.	VAL7VAE PTY7PRM

D – Key / Transferable skills

Learning Outcomes		Relevant modules
D7.1	Demonstrate professional communication appropriate for relevant stakeholders.	All modules

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D7.2	Evaluate and apply subject-specific knowledge and integrate theory and practice to make informed decisions to deal with complex problems.	All modules
D7.3	Demonstrate proactivity and originality in problem-solving, and the ability to act autonomously in planning and implementing tasks at a professional level.	All modules
D7.4	Demonstrate independent, self-directed learning, as required for continuing professional development.	All modules
D7.5	Critically evaluate data and develop solutions that reflect a holistic approach to sustainability and the opportunities and constraints this presents.	VAL7VAE INV7REV LAW7LBE PLN7PCG / PLN7PLD PTY7PRM PTY7PRT VAL7AVL

Delivery Structure

Autumn (UK) Entry

Year 1, Semester 1

Module Code	Module Name	Level
VAL7VAE	Valuation and Ethics	7
PTY7PRT	Property Transactions	7

Year 1, Semester 2

Module Code	Module Name	Level
LAW7LBE	Law for the Built Environment	7
INV7REV	Investment Appraisal and Portfolio Management	7

Year 2, Semester 1

Module Code	Module Name	Level
PLN7PLD	Planning and Development	7
VAL7AVL	Applied Valuation	7
PRJ7PRA/S	Postgraduate Project	7

Year 2, Semester 2

Module Code	Module Name	Level
VAL7SVA or PTY7PRM	Statutory Valuations or Property Management	7
PRJ7PRA/S	Postgraduate Project	7

Spring (UK) Entry

Year 1, Semester 1

Module Code	Module Name	Level
VAL7VAE	Valuation and Ethics	7
LAW7LBE	Law for the Built Environment	7

Year 1, Semester 2

Module Code	Module Name	Level
VAL7AVL	Applied Valuation	7
PTY7PRT	Property Transactions	7

Year 2, Semester 1

Module Code	Module Name	Level
INV7REV	Investment Appraisal and Portfolio Management	7
VAL7SVA or PTY7PRM	Statutory Valuations or Property Management	7
PRJ7PRA/S	Postgraduate Project	7

Year 2, Semester 2

Module Code	Module Name	Level
PRJ7PRA/S	Postgraduate Project	7
PLN7PLD	Planning and Development	7

Module Summaries

Core Modules

VAL7VAE Valuation and Ethics

This module explores the need for valuations and the key approaches to valuation of freehold interest in property. This includes the comparison, investment (traditional and contemporary), with an overview of the profit and costs based methods. The strengths and weaknesses of these methods are explored. A central theme to this module is the RICS Rules of Conduct, RICS Valuation – Global Standards and wider professional regulation of valuation practice. The module

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encourages students to consider the practical application of these standards in both valuation and their area of practice.

VAL7AVL Applied Valuation

This module aims to advance the knowledge, understanding, research and analytical skills so that students are able to undertake complex and specialist valuations in both a UK and international context.

LAW7LBE Law for the Built Environment

This module introduces English law, the legal system and the law-making process. Students are introduced to the law of contracts, the formation, acceptance and validity, and typical contract types. Students are introduced to the law of tort which deals with 'civil wrongs'. Health and safety legislation is addressed, and the role of local authorities as part of the planning process, and for the approval of building regulations. Conflict avoidance, dispute resolution and, particularly, Alternative Dispute Resolution, is provided.

INV7REV Investment Appraisal and Portfolio Management

This module focuses on key principles underpinning commercial property investment in international markets. Detailed 'Discounted Cashflow' appraisal models using Microsoft Excel are applied to 'real world' scenarios to determine the viability (NPV/IRR) of both multi-tenanted commercial property investments and mixed portfolios. In the context of business planning, the module also focuses on key considerations of commercial property portfolio management, including the styles of portfolio management (i.e., core, core plus, value-added, opportunistic) and portfolio restructuring techniques used to protect and improve the risk/return profile of the property portfolio. Sustainability is key theme at property and portfolio levels in this module.

PTY7PRT Property Transactions

This module introduces students to the practice of estate agency, primarily focusing on the commercial property market in the UK and Ireland. It deals with the relationship between a client and agent during the contract for property agency and looks at the logic of location theory for commercial uses for leasing and sale. Students are introduced to the analysis of company accounts (profit and loss statements, cash flow statements and balance sheets) in order to establish the covenant strength of a prospective tenant in the letting process. The module also seeks to explain, firstly, how the sale (price and/or rent) is determined, and, secondly, to introduce students to the dynamics of various property markets as key functions of business planning. In selected module topics international students draw comparison between arrangements in the UK and their own jurisdictions.

PLN7PLD Planning and Development

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This module provides an introduction to planning law and the planning process relevant to property development. The property development process, site selection and financial appraisal of development sites and their funding are considered. The module blends the basic knowledge of planning law with the real estate implementation of a development project.

PRJ7PRA/PRJ7PRS Postgraduate Project

This module requires students to develop their research skills within the context of the built environment and is a key part of their wider professional development. It provides them with an opportunity to conduct a self-directed research project that reflects the culmination of their studies in the relevant programme. The topics selected are expected to reflect the current and critical issues that concern the built environment. For many students the development of case study research, often emanating within their own workplace or arising from their professional activity, will be an appropriate approach to demonstrate research and expertise in a specific area.

Elective Modules

PTY7PRM Property Management

The module develops the principles of law and practice appropriate to the effective and efficient management of commercial property both in the UK and globally. The focus is principally on the landlord and tenant relationship within legal and regulatory frameworks, but also encompasses property held for owner occupation. In business planning terms, this module also examines key issues, such as the strategic use of property, property performance evaluation, positive tenant management and life cycle planning, and evaluates how these issues inform the development of strategic advice. Accounting principles are addressed in the context of service charge management.

VAL7SVA Statutory Valuations

The aim of this module is to equip the student with the knowledge and skills to carry out valuations for statutory purposes, specifically for compulsory purchase, planning compensation and rating. The module demonstrates how valuation principles and practice are applied to an artificial statutory context. It underlines the importance of using relevant case law and established practice within assessments, and the principles that underpin these disciplines.

University of the Built Environment

Competence Standards

All undergraduate and postgraduate students are expected to meet the basic academic competencies laid out in the admissions criteria for their degree programme. Additionally, University of the Built Environment students are expected to meet the following competency standards:

1. **Competence Standard:** The ability to work independently and/or as part of a team, for the purposes of research, collective problem solving and communication of results/findings.

Justification: Professionals in the built environment are required to work with a variety of stake holders to achieve joint and individual targets. University of the Built Environment graduates should be capable in both settings

2. **Competence Standard:** The ability to exercise self-learning and use acquired theoretical and practical knowledge.

Justification: Students in higher education are required to engage in self-directed learning to achieve learning outcomes. Support is available from University of the Built Environment to acquire these skills.

3. **Competence Standard:** The ability to effectively present key facts, ideas, problem solutions, results etc. using verbal, expressive, and/or written communication.

Justification: Professionals within the built environment sector are required to present information to colleagues, clients, and other stakeholders in a variety of formats. University of the Built Environment graduates should be able to display these skills.

4. **Competence Standard:** The ability to submit work within agreed time frames.

Justification: Working to deadlines is a key requirement of professionals in the built environment. University of the Built Environment courses have a maximum period of registration that must align with accrediting PSRBs.

5. **Competence Standard:** The ability to use digital resources as an aid to research, analysis, problem solving and presentation.

Justification: University of the Built Environment's delivery method is entirely online with no physical campus. Support is available to assist with use of digital resources.

6. **Competence Standard:** The ability of learners to express and develop ideas using digital literacy in English.

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Justification: University of the Built Environment is an online institution based in the UK. Students must have the ability to communicate in English through University of the Built Environment's online platforms.

7. **Competence:** The ability to critically interpret qualitative and/or quantitative data

Justification: Built environment professionals are required to handle both qualitative and quantitative data. University of the Built Environment's assessments also require critical interpretation, support is available to develop these skills.

8. **Competence:** Knowledge of the general principles and practices of professional codes of conduct.

Justification: University of the Built Environment courses are accredited by RICS, CIOB* and CABE*. Students seeking professional accreditation are also advised to consult the relevant PSRB which identifies key competencies for various levels of professional competence.

**The MSc Real Estate programme is not accredited by the Chartered Institute of Building (CIOB) or the Chartered Association of Building Engineers (CABE)*

Learning, Teaching and Assessment

Learning and Teaching

Knowledge and understanding

The teaching, learning and assessment strategy for the programme is guided by the University-wide Learning, Teaching and Assessment Strategy (LTAS). The approach adopted is student-centred learning design, that supports the educational needs of our diverse student community. Learning has been designed with flexibility in mind to support students to adopt their own learning experience best suited to their needs.

Students are taught through online learning resources available to them, including customised text material, study papers, learning activities and interactive media. These are complemented by a variety of Lecturer-facilitated sessions and interactions, using a range of media for enhancement of the learning experience.

Students are encouraged to research beyond the material provided and undertake self-directed learning throughout their programme.

Module delivery follows a standard format, incorporating a range of subject appropriate resources suitable for the online learner. This may include, but is not limited to, audio-visual presentations, interactive case studies and online journals.

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In the Postgraduate Project module, self-directed learning and problem solving further enhances knowledge and understanding, focusing on students' own chosen research topic.

Intellectual skills

Learning and teaching methods are applied to enable the development of cognitive skills. These skills are aligned to those used by Real Estate professionals, but also meet the needs of working in other industries. These skills are developed through interaction with multi-media learning resources, self-directed learning and via participation in student-centred learning activities. The approach to assessment is lecturer-guided and formative feedback on these skills is given appropriate emphasis.

Students are encouraged to develop and apply their knowledge and understanding through a range of online activities and exercises. These require students to apply research and analysis to industry issues.

Subject practical skills

The MSc Real Estate programme has been designed to both introduce students to key concepts and modern theories at level 7 and to provide the practical skills required to practise in valuation, property asset management, investment management or commercial/residential agency and property development. The practical skills include property measurement, budget setting, negotiation, researching market data, appraising and measuring the risk/return characteristics of a property, client report writing.

Key/Transferable skills

The BE Ready Orientation sets out the importance of transferable skills. These skills are developed through the programme, utilising study, and assessment. This can be via virtual learning environment (VLE) discussion, tuition discussion, problem-solving exercises, which are conducted individually or in groups, and coursework, which provides the ideal combination to internalise these aspects through different learning methods. The Study Skills area of the VLE is a further resource for support in developing these skills.

The learning activities in this programme require students to undertake research, evaluate their findings and develop solutions. The teaching of module topics requires students' engagement with a range of online activities that develop research and evaluation skills and cultivate a systematic approach to problem solving. Engagement with the University of the Built Environment learning community develops communication and collaboration skills. Additional support for transferrable skills is delivered via the joint programme webinars delivered to the student throughout the year. Students also have the opportunity to develop

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transferrable skills through formative and summative opportunities within the modules.

Assessment

The assessment strategy for the programme is guided by the University of the Built Environment-wide Learning, Teaching and Assessment Strategy (LTAS). The aim of University of the Built Environment's assessments is to allow students an opportunity to demonstrate what they have learned using a range of formats and which encourage critical self-reflection linked to personal development. To support this, assessments are clearly related to module learning outcomes and the activities within the module support students in achieving these.

University of the Built Environment's practice is to require assessments to be vocationally and professionally relevant. Assessments are built that have direct application to industry standards, and that enable students to learn through real world scenarios and working practice. This involves the generation of tasks based on problems, scenarios or case studies from recent real-world situations that reflect and/or replicate the vocational requirements of the industry and the international nature of the subject matter. All elements of assessments are discipline-specific for each programme as well as supporting the acquisition and promotion of transferable skills, including research skills development.

Formative assessment and feedback opportunities are provided throughout the programme in a variety of formats to motivate, guide and develop students through their learning. Students are required to complete various pieces of coursework in the modules which are assessed within set time frames. Detailed feedback is provided on lecturer-assessed work, which explains how the mark was derived, what was done well and what could be improved for future assessments. Objective testing is also utilised in formative (including self-assessment) and summative assessment. Individual projects in the final stage are assessed in accordance with their own guidelines and marking schemes.

All assessment contributing to award is subject to moderation policies. Moderation at University of the Built Environment is designed to reflect the quality of the student submission and the benchmark standards for the various levels of undergraduate study. Moderation of marking accords with QAA recommended best practice to ensure that marking criteria have been fairly, accurately, and consistently applied during first marking.

Assessment Diet

The types of assessments used on this programme will include coursework (such as essays, reports, portfolios, reflections, problem or short questions or video presentations), computer-based assessments, and computer marked

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assessments (CMAs). The exact combinations of assessment will vary from module to module.

In general, there will be 2 assessments per module. The first assessment is usually either coursework or a CMA. The second assessment is usually coursework. Some modules may have up to a maximum of 4 assessments (except for PRJ7PRA/S Postgraduate Project which has 2 assessments: a research proposal and the final project submission).

Study Support

BE Ready Orientation

The purpose of BE Ready is to prepare students for online learning with the University but also to support students throughout their learning journey. Students are expected to visit BE Ready every semester for updates, welcome back week activities as well as advice specific to their level of study.

There are a variety of resources which will help students to get started. These include how to use the VLE, how to navigate a module, the University e-library and how to join a webinar. BE Ready also provides practical advice such as how to manage independent study, where to find our Study Skills resources and how to access academic or pastoral support. All this information is key to having a successful start to supported online learning with the University of the Built Environment.

Resources are available to support students with referencing and how to develop good academic practice to avoid academic misconduct. A range of study skills support materials are available to apprentices.

Student learning support

The programme is taught via the University of the Built Environment's VLE and academic facilitation and support is provided online giving student's access to the University Lecturers and other students worldwide.

The Education team will guide and support students' learning. Furthermore, all students who do not engage with initial assessment or the VLE will receive additional support from the Programme Team. Other the University administrative teams provide support for assessments and technical issues including ICT. University of the Built Environment's VLE provides the main point of contact for students for these teams throughout the duration of their programme.

Each student, wherever their location, will have access to a wealth of library and online materials to support their studies. International students are able to use their local context when writing their assessments.

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The Academic Support and Enhancement (ASET) team works with departments to promote student retention, achievement and success. This work is achieved through a multi-faceted approach, which consists of:

- delivering support tutorials to students identified as academically at risk to develop the academic skills needed for success;
- developing 'self-serve' support resources to enable students to develop their academic skills;
- delivering teaching webinars and drop-in sessions on academic skills;
- working with the Education team and other support teams to identify ways in which student success can be further facilitated.

Relevant research is also carried out to inform proactive interventions, and to develop policy and practice.

Disability, neurodiversity, and wellbeing related support is provided via a dedicated Disability and Welfare team at University of the Built Environment.

Workplace apprenticeship support and apprenticeship support from the University

Students who are studying the programme as part of an apprenticeship programme will be assigned an Apprenticeship Outcomes Officer who is the primary point of contact for the apprentice and their employer during the apprenticeship. Apprentices and their employers will attend progress reviews scheduled at 12-week intervals which will review the apprentices progress, set targets and will check the completion of the off the job diaries and that the apprentice is making demonstrable progress on their apprenticeship.

Apprentice employers should work collaboratively with the apprentice and the University, including active participation at 12-week progress reviews, co-ordinating off the job training time and providing the apprentice with the opportunity to practice and embed new skills in the work environment.

English language support

For those students whose first language is not English, or those students who wish to develop their English language skills, additional support is provided through online resources on the VLE in the resource 'Developing Academic Writing'.

The resource includes topics such as sentence structure, writing essays and guidance for writing at Master's level aimed at developing students' study skills.

Personal and professional development

Students are undertaking vocational programmes that are intrinsically linked to the accrediting professional bodies. Students are encouraged and supported to understand the need for the recognition of these bodies and guided as to how to meet the professional membership requirements.

More generally, the University has a dedicated Careers Advisor to ensure students have appropriate access to careers education, information, advice and guidance.

Programme specific support

Each programme has a Programme Leader, as well as Module Leaders, Module Lecturers and Academic Support Tutors to support the students throughout their time with the Programme.

The University of the Built Environment staff are accessible during normal UK working hours, during which they also monitor the 24/7 forums asynchronously and provide encouragement, assistance and necessary tutor and student feedback services.

Access to the University of the Built Environment e-Library is on a 24/7 basis and the University has a full-time librarian during normal UK working hours.