



**ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

Part 1: Basic Data		
Awarding Institution	<b>UWE</b>	
Teaching Institution	<b>UWE</b>	
Delivery Location	<b>Frenchay Campus</b>	
Faculty responsible for programme	<b>Faculty of Environment and Technology.</b>	
Department responsible for programme	<b>Architecture and the Built Environment</b>	
Modular Scheme Title	<b>Postgraduate Modular Scheme</b>	
Professional Statutory or Regulatory Body Links	<b>Royal Institution of Chartered Surveyors (RICS)</b>	
Highest Award Title	<b>MSc Building Surveying</b>	
Default Award Title		
Fall-back Award Title		
Interim Award Titles	<b>PG Certificate Building Surveying PG Diploma Building Surveying</b>	
UWE Progression Route		
Mode(s) of Delivery	<i>FT / PT</i>	
Codes	<b>UCAS: n/a</b>	<b>JACS:</b>
	<b>ISIS2: K23A12 (MSc) K23C12 (Pathway 2)</b>	<b>HESA:</b>
Relevant QAA Subject Benchmark Statements		
CAP Approval Date	4 June 2015 v1.1, November 2015 v1.2; 30 May 2017 v2	
Valid from	September 2017	
Valid until Date		
Version	2	

**Part 2: Educational Aims of the Programme**

The MSc Building Surveying is designed to provide an alternative route to RICS membership to the UWE Graduate Diploma for those wanting to progress to a masters qualification. It also aims to attract cognate graduates in Architecture, Architectural Technology, Surveying, and Construction Management who wish to become Building Surveyors. . The programme is based on UK practice, but may appeal to a small number of cognate international applicants who wish to learn about UK building surveying.

**General Aims**

The focus of the MSc is on the development of core building surveying skills and their application in a strategic management context. The general aims are:

## Part 2: Educational Aims of the Programme

1. To provide a coherent programme of study in building surveying, underpinned by staff research and consultancy.
2. To provide a programme that is firmly rooted in the needs of professional practice and enables students to become effective members of a building surveying team quickly.
3. To develop a programme that offers varied and flexible patterns of study, well suited to students and their employers.
4. To provide a programme that is academically challenging and encourages students to develop the capacity for strategic, independent, analytical, and reflective thought and the ability to form judgements in environments of complexity and uncertainty.

### Specific Aims

The faculty provides programmes in most of the disciplines related to the built environment, including planning, architecture, surveying, building construction and environmental management. One theme underpinning teaching and research on all these programmes is that of sustainability. The specific aims are to:

1. Encourage students to think strategically, and examine the link between theoretical concepts, research outputs and the practice of building surveying.
2. Develop students' academic skills within a professionally defined framework in order to deepen knowledge in those fields regarded as core to the building surveyor, such as construction technology, building pathology and project management.
3. Develop students' understanding of the multi-disciplinary and multi- professional nature of the context in which building surveyors practice their profession.
4. Encourage the development of transferable skills such as investigation, problem-solving, analysis, sustainable decision making, evaluation and effective communication.
5. Develop students' understanding of different approaches to research, and their ability to design and implement appropriate research.

## Part 3: Learning Outcomes of the Programme (see also appendix 1)

<b>Learning Outcomes:</b>	Module No: UBLMNL-30-3	Module No:UBLMQL-15-3	Module No:UBLMXB-15-3	Module No:UBLMET-30-M	Module No:UBLM88-15-M	Module No: UBLMMK-15-M	Module No: UBLLY7-60-M	Module No:	Module No:	Module No:
<b>A) Knowledge and understanding of:</b>										
To demonstrate knowledge of the context in which building surveyors operate, and the external and internal influences	X	X	X	X	X	X	X			



## Part 4: Student Learning and Student Support

### Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

Contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

**Scheduled learning** includes lectures, seminars, tutorials, fieldwork and external visits. Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

### Description of any Distinctive Features

#### 1 Enhancing skills

Students enrolling for this programme will, normally, have already studied at undergraduate level and will have developed a range of learning skills and strategies. They may have consolidated their learning with practical experience in a range of areas. One of the distinctive features of this programme is to build on skills already demonstrated and to apply them to the principles and practice of the profession of Building Surveying.

#### 2 Accelerated route to qualification

The programme is an accelerated one, requiring students to assimilate a wide range of subject material and to develop core skills within a relatively short space of time. In order to undertake the 60 credits at level 3 students will be taught alongside undergraduate students studying the same modules. For level M modules students study with Graduate Diploma students and other MA/MSc students.

#### 3. Open learning to support M level learning

Students will have access to a wide range of supporting materials available on the e-learning environment.

#### 4. Inter-professional ethos

A distinctive feature of the faculty is the inter-professional ethos. Most undergraduate modules are shared with at least one other programme. All M level modules are shared with Masters' students (mainly mid-career professionals) from a variety of backgrounds.

#### 5. Full and part time modes of attendance

Students can attend the taught programme on a full time or part-time basis as set out in the programme structure.

#### 6. Student support

The programme leader will manage the day to day operation of the programme and liaise with module leaders in order to ensure that modules are delivered in accordance with agreed content and timetables. In addition, the programme leader will act as personal tutor to the student cohort. The programme leader will be assisted by student who will be the first point of contact with the student.

The faculty offers a range of learning support material and staff dedicated to student support, at all levels.

#### Part 4: Student Learning and Student Support

Maths, English and IT support is available to students.

Where students are taught alongside full-time and part-time undergraduate students they will be allocated separate tutorial groups in order to reinforce group distinctiveness.

Module leaders and the programme leader will provide support at a distance via module websites. The library electronic database and electronic journals are available to students working from home.

##### 7. Site Visits and Field Courses

Students will be taught alongside undergraduate and level M postgraduate students, and will participate in the site visits and field courses applicable to the modules being studied.

##### 8. Experiential Learning

Following successful completion of the level 3 modules it is desirable that students will be employed in a building surveying capacity during the final phase of the programme, when they will undertake level M modules alongside other postgraduate students. The period of employment will also assist in the consolidation of taught subjects, and allow students to commence preparation for the RICS APC as well as provide valuable practical and topical input to taught sessions. .

##### 9. Professional Contacts

The programme is characterised by its strong links with external practitioners. Members of the programme team have for many years been involved with the RICS at local and national level and a range of local and national employers in both public and private sectors via the well-established alumni network in Bristol and in London.

##### 10 Non Cognate Pathway

The programme is designed with two pathways allowing entry to graduates with varying degrees of exposure to the construction industry. Students with a non cognate degree may enter via Pathway 2 (see Appendix1).

#### Part 5: Assessment

Approved to [University Regulations and Procedures](#)

##### **Assessment Strategy**

The Assessment strategy enables the learning outcomes to be achieved and demonstrated.

The Assessment Map demonstrates the different methods by which the students understanding is assessed.

**Part 6: Programme Structure**

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student following Pathway 1**, including: level and credit requirements; interim award requirements; module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
Year 1		UBLMNL-30-3 Commercial Development	None	<b>PG Certificate Building Surveying</b> 60 credits with at least 40 at level M -  <b>PG Diploma Building Surveying</b> 120 credits with at least 80 credits at level M  <i>Highest award</i>  <b>MSC Building Surveying</b> 180 credits with at least 120 at level M including the Dissertation
		UBLMQL-15-3 Procurement & Contract Law		
		UBLMXB-15-3 Conserving Buildings and Places		
		UBLMMK-15-M BIM in Operation & Maintenance		
		UBLM88-15-M Estates and Strategic Management		
		UBLMET-30-M Integrating Project		
		UBLLY7-60-M Dissertation		

**GRADUATION**

**Part time:** The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student following Pathway 1**.

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
Year 1		UBLMNL-30-3 Commercial Development		None
		UBLMQL-15-3 Procurement & Contract Law		
		UBLMXB-15-3 Conserving Buildings and Places		
		UBLMET-30-M Integrating Project		
Year 2		UBLM88-15-M Estates and Strategic Management		<b>PG Certificate Building Surveying</b> 60 credits with not less than 40 at level M  <b>PG Diploma Building Surveying</b> 120 credits with at least 80 credits at level M  <b>MSc Building Surveying</b> 180 credits with not less than 120 at level M including the Dissertation
		UBLMMK-15-M BIM in Operation & Maintenance		
		UBLLY7-60-M Dissertation		

**GRADUATION**

## Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions:  
Successful applicants will:

### **Pathway 1 -**

- i) have obtained at least a 2:2 bachelor's degree in building surveying,
- OR
- ii) have obtained at least a 2:2 bachelor's degree in architecture, architectural technology, construction management, quantity surveying or another closely related subject

Applicants will also be expected to have two years' professional experience in construction or surveying since completing their degree.

### **Pathway 2 – (see appendix 1 for further details)**

**Pathway 2 requires 240 credits and includes some preparatory studies.**

- i) have obtained at least a 2:2 bachelor's degree in building surveying, architecture, architectural technology, construction management, quantity surveying or another closely related but do not have two years' professional experience in construction or surveying since completing their degree
- OR
- ii) have obtained at least a 2:2 bachelor's degree in a non-construction related subject AND have completed the Pre-Enrolment Learning course (PEL) or equivalent - see details below
- OR
- iii) hold other appropriate academic or professional qualifications approved as an entry qualification by a relevant professional body
- OR
- iv) be without the educational background as described above but who may be admitted subject to showing their experience and potential ability to cope with the requirements of the award.

### **Pre Enrolment Learning Programme (PEL)**

In addition to the above entry requirements, applicants from a non-cognate background will normally be required to demonstrate competency in the areas of study set out below prior to registering for the MSc:

- Domestic building construction
- The fundamentals of English Law
- Materials science
- Environmental science
- Economics.

Successful completion of the UWE PEL module meets these criteria and will in most cases be the preferred method of achieving this.

## Part 8: Reference Points and Benchmarks

The following reference points have been drawn upon in programme design:

1 Quality Assurance Agency For Higher Education (QAA) Subject Benchmark Statement.

There is no subject benchmark group within QAA which has given consideration explicitly to the Programme, straddling, as it does, undergraduate and postgraduate levels.

2. RICS guidelines

The programme team has referred to two documents published by the RICS in the design of this programme:

An Education and Training Framework for Chartered Building Surveyors Mole 1997

## Part 8: Reference Points and Benchmarks

### The APC Candidates' and Employers' Guide

An Education and Training Framework sets out the generic areas of knowledge, skills, and professional competencies. These broadly correspond to the specification in Section 3 above.

The APC Candidates' and Employers' Guide contains common competencies, and compulsory core competencies for the Building Surveying Faculty of the RICS, and sets out three levels of competency. Graduates are expected to have achieved at least level 1 (the lowest level) in all common competencies, and level 2 in 7 compulsory core competencies. These expectations have guided the design of this programme. There are no generic descriptors for the three levels, and the programme team understands this is the subject of current debate within the RICS.

### 3. Qualification Descriptors used in the National Qualifications Framework

The programme is designed to be consistent with the qualifications descriptors and volumes of learning set out in the National Qualifications Framework (January 2001) issued by the Quality Assurance Agency for Higher Education.

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 and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).



## Appendix 1

### Pathway Two to the MSc Building Surveying.

Part 3a: Additional Learning Outcomes for pathway 2			
The Learning outcomes are those of the MSc programme described in the main body of this specification. In addition students on 'Pathway Two' are required to undertake modules equipping them to study the M level modules dealing with the specifics of Building Surveying. These (and their additional outcomes) are listed below:			
<b>Learning Outcomes:</b>	UBLMYT-30-2 Residential refurbishment	UBLMTS-15-2 Building Surveys and Professional Consultancy	UBLMQS-15-2 Analysis of Building Defects
<b>A) Knowledge and understanding of:</b>			
1. To demonstrate knowledge of the context in which building surveyors operate, and the external and internal influences that shape commercial activity	X	X	X
2. To demonstrate an understanding of legal principles and practice and their application to construction and property law	X	X	
3. To apply the fundamental principles and concepts of design to a range of building types.	X		
4. To apply survey methodology and evaluate data for use in the preparation of repair and refurbishment schemes for a range of building types.	X	X	X
6. To apply Information Systems to the design, construction, evaluation, and management buildings.	X		
<b>(B) Intellectual Skills</b>			
1. Critically to examine evidence gained from an evaluation of an existing building or design	X	X	X
2. To develop creative and well-founded solutions to address a client brief.	X	X	X
5. To bring a broad and ethically-informed perspective to bear on issues related to the building surveying profession.		X	X
<b>(C) Subject/Professional/Practical Skills</b>			
1. To create, analyse, and use graphical representations, including the use of computer-assisted technologies. Undertake measured and site surveys	X	X	X
2. To develop safe systems of work that protect the environment, and health and safety of relevant stakeholders.	X		

Part 3a: Additional Learning Outcomes for pathway 2			
3. To demonstrate powers of observation and perception, and a methodical approach to the recording of data.	X	X	X
4. To evaluate individual properties and estates with a view to repair or refurbishment. Implement appropriate improvement schemes.	X	X	X
5. To recognise the factors that cause premature obsolescence. Adopt appropriate option appraisal techniques for the reconstruction or refurbishment of existing buildings or redevelopment of sites.	X	X	X
6. To recognise the limits of their skills, and work with, or employ, other professionals or specialist consultants.	X	X	
<b>(D) Transferable skills and other attributes</b>			
1. To communicate effectively.	X	X	X
3. To demonstrate an ability to analyse complex situations and to provide well-considered solutions.	X	X	X
4. To work independently, or in a cognate or multi disciplinary team	X	X	X
5. To respect and understand other peoples' perspectives.	X	X	X
6. To work effectively with others in a range of contexts and with a broad awareness of equal opportunities issues.	X	X	X

Part 5a: Assessment
Assessment Strategy is the same as the MSc programme described in the main body of this specification.

**Part 6a: Programme Structure**

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student following Pathway 2**, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
Pathway 2	Year 1	UBLMYT-30-2 Residential Refurbishment and Maintenance	None	None
		UBLMTS-15-2 Building Surveys and Professional Consultancy		
		UBLMQS-15-2 Analysis of Building Defects		
		UBLMNL-30-3 Commercial Development		
		UBLMQL-15-3 Procurement & Contract Law		
		UBLMXB-15-3 Conserving Buildings and Places		
		UBLMET-30-M Integrating Project		
		Year 2		
	UBLM88-15-M Estates and Strategic Management			
	UBLLY7-60-M Dissertation			

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**Part 6a: Programme Structure**

**Part time:** The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student following Pathway 2.**

ENTRY  Pathway 2	Year 1.1	Compulsory Modules	Optional Modules	Interim Awards
		UBLMYT-30-2 Residential refurbishment	None	None
UBLMTS-15-2 Building Surveys and Professional Consultancy				
UBLMQS-15-2 Analysis of Building Defects				
Year 1.2	UBLMNL-30-3 Commercial Development	None	None	None
	UBLMQL-15-3 Procurement & Contract Law			
	UBLMXB-15-3 Conserving Buildings and Places			
	UBLMET-30-M Integrating Project			
Year 2	UBLM88-15-M Estates and Strategic Management	None	None	<b>PG Certificate Building Surveying</b> 60 credits with not less than 40 at level M  <b>PG Diploma Building Surveying</b> 120 credits with at least 80 credits at level M  <i>Highest award</i>  <b>MSc Building Surveying</b> 240 credits with not less than 120 at level M including the Dissertation
	UBLMMK-15-M BIM in Operation & Maintenance			
	UBLLY7-60-M Dissertation			

**GRADUATION**

**FOR OFFICE USE ONLY**

First CAP Approval Date	2013			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>	June 2015		1.1	
	Nov 2015		1.2	
	May 2017		2	<a href="#">Link to MIA</a>
Next Periodic Curriculum Review due date	2019			
Date of last Periodic Curriculum Review				