Section 1: Basic Data

Awarding institution/body:	**UWE**
Teaching institution:	**UWE**
Faculty responsible for programme:	**FBE**
Programme accredited by:	**RICS**
Highest award title:	**MSc Building Surveying**
Default award title:	
Interim award title:	**Post Graduate Certificate Building Surveying**
Modular scheme title:	**FBE Postgraduate Modular Scheme**
UCAS codes:	
QAA subject benchmarking group(s):	
Valid until:	
Valid from:	**2005**
Authorised by:	**PG Modular Scheme Director** Date:
Version code:	**1**
Version year:	**2005**

Section 2: Educational aims of the programme

The MSc Building Surveying is designed to provide an opportunity for UWE Graduate Diploma students to progress to a masters qualification, as well as to attract cognate graduates in Architecture, Architectural Technology, Surveying, and Construction Management who wish to become Building Surveyors. It provides an alternative route to RICS membership to attract, recruit and educate the best graduates from built environment disciplines. 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 (relatively few areas of the world currently have the profession of 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:

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 provide 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. This will also apply to the MSc. 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.

Section 3: Learning outcomes of the programme

A: Knowledge and understanding

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
1. To demonstrate knowledge of the context in which building surveyors operate, and the external and internal influences that shape commercial activity. 2. To apply the fundamental principles and concepts of design to a range of building types. 3. To apply survey methodology and evaluate of data for use in preparation of repair and refurbishment schemes for a range of building types. 4. To understand and respond to client objectives in the management of built assets, through the strategic and tactical management of property, both to support organisational goals and to provide sustainable solutions. 5. To apply Information Systems to the design, construction, evaluation, and management of buildings. 6. To apply appropriate research approaches to a building surveying context in order to carry out a specific piece of research. 7. To demonstrate knowledge and understanding in the subject of the specialist option.	Acquisition of 1 is through learning that takes place in lectures, seminars, and preparation for the coursework (both modules) and examination (first module) in the following: Building Surveying Issues Conserving the Built Cultural Heritage Acquisition of 2 is through learning that takes place in lectures, seminars, and preparation for the assessment (mainly the coursework) in the following: Design and Performance of Commercial Buildings Building Services Acquisition of 3 is through learning that takes place in lectures, seminars, and preparation for the coursework projects in the following: Refurbishment and Renewal Refurbishment Project Management B Acquisition of 4 is through learning that takes place in lectures, seminars, preparation for the coursework and examination, and a UK field trip in the following: Design and Performance of Commercial Buildings Acquisition of 5 is through learning that takes place in lectures, seminars, and working on the assessment project in the following:: Refurbishment Project Management B Aquisition of 6 is through learning that takes place in workshops, seminars, individual tutorials, work on the assessment projects in the following: Research for Policy and Practice Dissertation Aquisition of 7 is through learning that takes place in lectures, workshops, seminars, individual tutorials, field trips, work on the assessment projects, etc. in ONE of the following: Construction Project Management Principles B Design in Sensitive Urban Areas Estates and Strategic Management Facilities and Space Management Planning and Design Quality Strategic Estate Management and Property Law As students are being asked to acquire knowledge and understanding swiftly in this programme, formative work is particularly important. On many modules this is carried out through the medium of the studio, where students are presented with a topic or question that requires a solution. Problem solving techniques such as brainstorming in the classroom coupled with private follow-up research assist in providing breadth and depth of response as well as critical evaluation of alternative solutions. The studio is also used as a medium for consolidating a number of topics in practical exercise. Feedback is immediate in these situations, but is also given through separate tutorials (where level 3 modules are shared, Graduate Diploma and MSc students are in different tutorial groups to undergraduate students). Throughout, the learner is encouraged to undertake independent study to supplement and consolidate what is being taught/learnt.

	Assessment Summative assessment in the modules listed above takes two principal forms: Assessed coursework. This normally relates to a real-life situation to help students prepare for practice, but may also include a reflective report to enable the student to reflect upon the issues raised and the decisions taken. It gives the student the opportunity to study an aspect or topic in depth. The Research for Policy and Practice module requires students to relate the study of research approaches to their particular professional area. Written examination. This is to test the student's ability to communicate key information and to demonstrate a breadth of understanding of inter-related concepts under controlled conditions.

B: Intellectual skills

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
1. Critically to examine evidence gained from an evaluation of an existing building or design. 2. To develop creative and well-founded solutions to address a client brief. 3. To initiate, design, and execute appropriate research, and to effectively communicate the results to a variety of audiences. 4. To identify and integrate information sources including the interpretation, analysis and communication of qualitative and quantitative data. 5. To bring a broad and ethically-informed perspective to bear on issues related to the building surveying profession. 6. To formulate, present and debate complex ideas, and engage with contested concepts.	Intellectual skills are developed through research for tutorials, formative work, assessed coursework, and seminars. Acquisition of 1 is through learning that takes place in lectures, seminars, and preparation for the coursework in the following: Refurbishment Project Management B Acquisition of 2 is through learning that takes place in lectures, seminars, and work on project assessments, including studio work, in the following: Refurbishment and Renewal Refurbishment Project Management B Acquisition of 3 is through learning that takes place in lectures, seminars, workshops, some group-based (as well as individual) formative work, self-directed research and preparation for the coursework in the following: Research for Policy and Practice Dissertation Refurbishment Project Management Conserving the Built Cultural Heritage Acquisition of 4 is through learning that takes place in lectures, seminars, and preparation for the coursework in the following: Refurbishment Project Management B Acquisition of 5 is through learning that takes place in lectures, seminars, and preparation for the coursework in the following: Building Surveying Issues Conserving the Built Cultural Heritage Acquisition of 6 is through learning that takes place in lectures, seminars, and preparation for the coursework in the following: Refurbishment Project Management B Conserving the Built Cultural Heritage **Assessment** Skills are tested through the following summative assessments, which relate to the modules listed above.

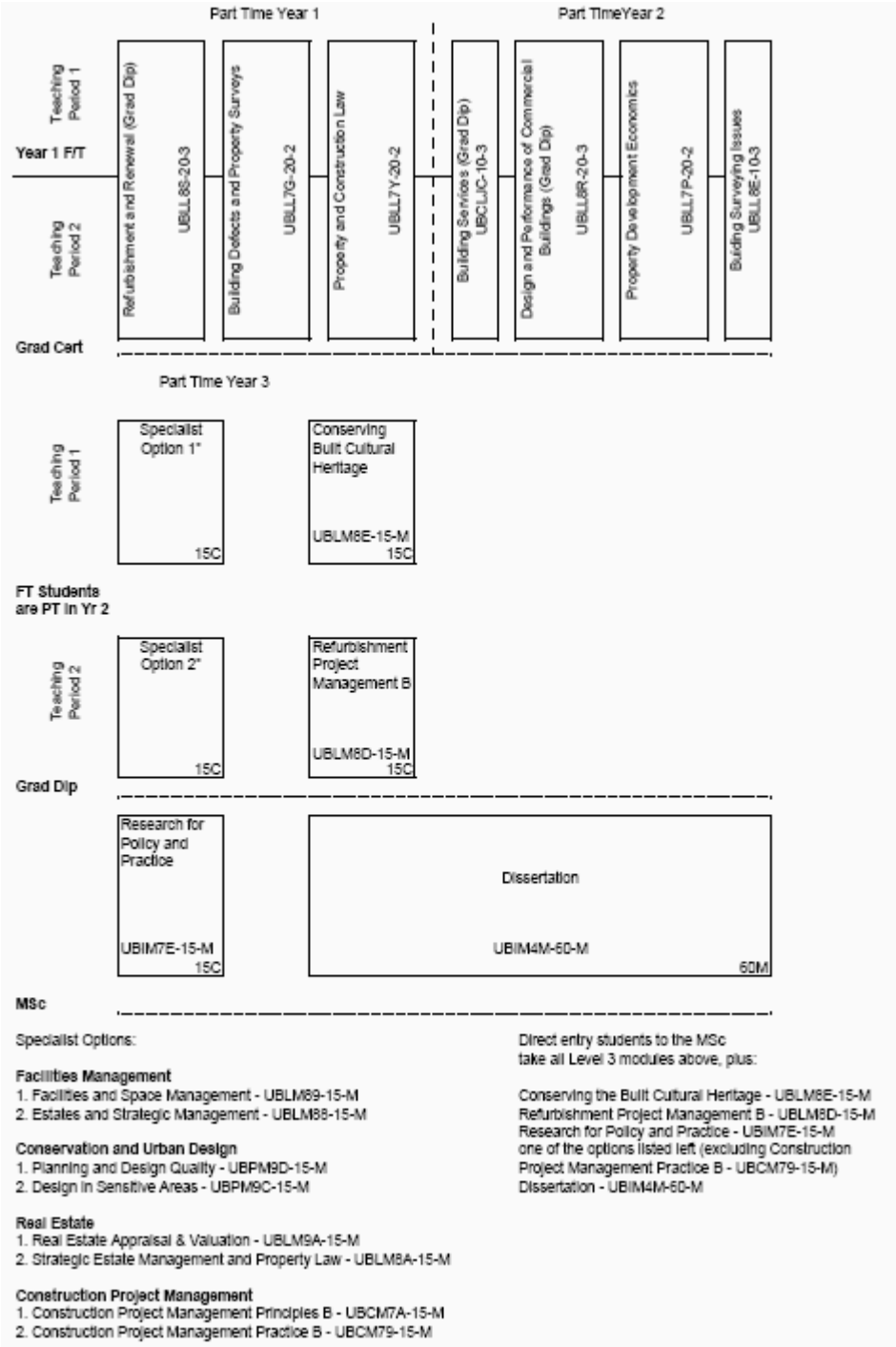
C: Subject, Professional and Practical Skills

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
1. To create, analyse, and use graphical representations, including the use of computer-assisted technologies. Undertake measured and site surveys. 2. To develop safe systems of work that protect the environment, and health and safety of relevant stakeholders. 3. To demonstrate powers of observation and perception, and a methodical approach to the recording of data. 4. To evaluate individual properties and estates with a view to repair or refurbishment. Demonstrate an ability to implement appropriate improvement schemes. 5. To recognise the factors that cause premature obsolescence, and develop sustainable solutions for the reconstruction or refurbishment of existing buildings or redevelopment of sites, using appropriate option generation and appraisal techniques. 6. To recognise the limits of their skills, and critically analyse the issues relating to working with other professionals or specialist consultants.	Acquisition of 1 is through learning that takes place in lectures, seminars, studios and preparation for the assessment in the following: Design and Performance of Commercial Buildings Refurbishment and Renewal Acquisition of 2 is through learning that takes place in lectures, seminars, studios and work on the project in the following: Refurbishment Project Management B Acquisition of 3 is through learning that takes place in lectures, seminars, studios and preparation for the assessment in the following: Refurbishment and Renewal Design and Performance of Commercial Buildings Acquisition of 4 is through learning that takes place in lectures, seminars, studios and preparation for the assessment in the following (including coursework and examinations in the first two modules and the project in the third): Refurbishment and Renewal Refurbishment Project Management B Acquisition of 5 is through learning that takes place in lectures, seminars, studios and preparation for the assessment in the following (including the project in Refurbishment Project Management): Refurbishment and Renewal Refurbishment Project Management B Acquisition of 6 is through through learning that takes place in lectures, seminars, and preparation for the assessment in the following: Building Surveying Issues Specialist option **Assessment** Skills are tested through the following summative assessments, which relate to the modules listed above.

D: Transferable skills and other attributes

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
1. To communicate verbally and in written and graphic form to different groups, with a variety of interests in the built environment. 2. To apply appropriate IT techniques and manage information. 3. To demonstrate an ability to analyse complex situations and to provide well-considered solutions. 4. To work independently, or in a cognate or multi disciplinary team, respecting and understanding the perspectives of others. 5. To work effectively with others in a range of contexts and with a broad awareness of equal opportunities issues. 6. To self direct, manage and reflect on their own learning, exercising initiative and taking personal responsibility.	Acquisition of 1 is through learning that takes place in lectures, seminars, studios and preparation for the assessment in many modules. Acquisition of 2 is through learning that takes place in lectures, seminars, studios and preparation for the assessment in the following: Refurbishment Project Management B Acquisition of 3 is through many modules, but in particular through learning that takes place in lectures, seminars, studios and preparation for the assessment in the following: Conserving the Built Cultural Heritage Acquisition of 4-6 is through learning that takes place in lectures, seminars, studios and preparation for the assessments in many modules, but in particular, Research for Policy and Practice and the Dissertation **Assessment** Skills are tested through summative assessments, which relate to the modules listed above

Section 4: Programme structure



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The programme may be taken on a full-time or part-time basis. The Research for Policy and Practice module is also available by distance learning, which means that students may choose to study it in either teaching period one or two. This gives a wider choice of options, although students who do not have previous research training/experience are advised to take Research for Policy and Practice in teaching period one to support their studies. The programme structure allows part-time students to prepare for the RICS Assessment of Professional Competence (APC) in parallel with the second year of their studies, when they are working on the level M modules (one year full time students take the level 3 and level M modules in parallel).

Core modules

Level 3
UBCLJC-10-3: Building Services (Grad Dip) (10)
UBLL8E-10-3: Building Surveying Issues (10)
UBLL8R-20-3: Design & Performance of Commercial Buildings (Grad Dip) (20)
UBLL8S-20-3: Refurbishment and Renewal (Grad Dip) (20)
Level M
UBLM8E-15-M: Conserving the Built Cultural Heritage (15)
UBIM4M-60-M: Dissertation (60)
UBLM8D-15-M: Refurbishment Project Management B (15)
UBIM7E-15-M: Research for Policy and Practice (15)

Optional modules

Students must take one of the following options:
UBCM7A-15-M: Construction Project Management Principles (15)
UBPM9C-15-M: Design in Sensitive Urban Areas (15)
UBLM88-15-M: Estates and Strategic Management (15)
UBLM89-15-M: Facilities and Space Management (15)
UBPM9D-15-M: Planning and Design Quality (15)
UBLM9A-15-M: Real Estate Appraisal and Valuation (15)
UBLM8A-15-M: Strategic Estate Management and Property Law (15)

Target Award

MSc Building Surveying

180 credits, comprising 60 credits at level 3, and 120 credits at level M, including Research for Policy and Practice and a 60 credit dissertation.

Default Award

Interim Awards

Post Graduate Certificate Building Surveying

60 credits at level 3 or above of which 40 must be at level M.

Section 5: Entry requirements

Applicants normally will have obtained at least a 2:2 bachelor's degree in building surveying or a closely related programme with significant building surveying content from a recognised institution.

Alternatively, they may be admitted on the basis of a Graduate Diploma in Building Surveying which includes at least 60 credits at level M and meets the AL requirements of the programme.

The programme is based on UK practice, hence it is not suitable for international applicants, unless they have an appropriate grounding in UK practice.

Section 6: Assessment Regulations

The Modular Assessment Regulations will apply to this programme.

Section 7: Student learning: distinctive features and support

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 of level 3 students will be taught alongside undergraduate students studying the same modules, but will have separate tutorial groups, this arrangement is currently working well for Graduate Diploma students in the Faculty.

3. Open learning to support M level learning

The M level stage is by 'open learning', which involves attendance for short attendance blocks with support material for independent study in between the blocks. Students are encouraged to develop learning strategies appropriate to level M.

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. The level M optional modules are shared with students on the MSc in Facilities Management, MSc Construction Project Management, MA Urban Design, and MA Real Estate Management.

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, Section 4.

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 acts as personal tutor to the student cohort. The Programme Leader is assisted by the postgraduate student adviser, who is the first point of contact for students.

Module leaders and the Programme Leader provide support at a distance via module websites. The library electronic databases and electronic journals are available to students working from home.

7. Site Visits and Field Courses

Students are taught alongside level 3 undergraduate and level M postgraduate students, and will participate in the site visits and field courses applicable to the modules being studied (there is a UK field course, usually in London, as part of the Design and Performance of Commercial Buildings module, and, if students opt to take Design in Sensitive Urban Areas as their specialist option .

8. Experiential Learning

Employment undertaken in parallel with the course assists in the consolidation of taught subjects, and allows students to commence preparation for the RICS APC. At this level, students are expected to reflect on practice, linking their studies to the work situation.

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.

Section 8: Reference points/benchmarks

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

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

2. RICS guidelines

The programme team has referred to the APC Candidates' and Employers' Guide published by the RICS in the design of this programme.

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 proposed 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.

4. The University's Mission and Vision Statement

The following statements from the University's Mission and Vision Statement have had a particular influence on the design of the programme. It is reflected in the following programme aims:

(a) Maintain a particular commitment to its region. Local authorities and building surveying consultancies in the south-west region have been experiencing a shortage of knowledge and skills in building surveying.

(b) Command an exceptionally high reputation amongst employers. The programme team maintains a close relationship with building surveying employers in the region through teaching inputs from practitioners, an employers' forum, education working party and through collaborative research consultancy. These all help to ensure the relevance of course content to professional practice and the reputation of the programme among employers.

(c) Be renowned for the quality of its teaching and its exploitation of the World Wide Web and related technology, in support of advanced learning strategies. The key tool in the dissemination of information is the Internet and the use of this medium will be reinforced throughout the course. This includes remote access to the library databases, email contact with tutors and colleagues, and material on the Faculty and Module websites. The quality of the learning experience comes from a combination of well-qualified in-house staff and visiting lecturers. The modules are designed to encourage contributions from outside practitioners who are eminent in their field. Open learning delivery of M level material makes full use of the World Wide Web to enhance the quality of off-campus learning, drawing on the Faculty's growing experience in this new mode of learning.

(d) Emphasise the importance of values, the pursuit and utility of knowledge, and the advancement of culture. A principle underlying the design of the programme is that of sustainability. Building surveyors are well placed to provide timely advice to building owners throughout the building life cycle to ensure that decisions taken do not adversely affect future generations. Environmental awareness is an underlying component of most modules. The professional ethos of service to others and the maintenance of acceptable business practice is strongly defined by the RICS, through Guidance Notes and other advice disseminated across a range of modules. At Masters level there is the additional cultural ethos of enquiry and research, which underpins the level M modules.