



STUDENT AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	UWE	
Teaching Institution	UWE	
Delivery Location	Frenchay Campus	
Faculty responsible for programme	Faculty of Environment and Technology	
Department responsible for programme	Architecture and the Built Environment	
Modular Scheme Title	Undergraduate Modular Scheme	
Professional Statutory or Regulatory Body Links	Royal Institution of Chartered Surveyors Chartered Association of Building Engineers Chartered Institute of Building	
Highest Award Title	BSc (Hons) Building Surveying	
Default Award Title		
Interim Award Titles	BSc Building Surveying DipHE Building Surveying CertHE Building Surveying	
UWE Progression Route		
Mode(s) of Delivery	Sandwich, Full Time, Part Time	
Codes	UCAS:K230	JACS:
	ISIS2:K260 K260 (SW) K26023 (FT)	HESA:
Relevant QAA Subject Benchmark Statements	Building and Surveying	
Approval Date	V1 14/11/2012; V1.1 05/02/2015; June 2015 v1.2; June 2016 v1.3; Nov 2016 v2 5/11/2018 v.3	
Valid From	November 2018	
Version	3	

Part 2: Educational Aims of the Programme

This course is designed to produce graduates who have the technical depth required by the building surveying profession while giving them the breadth required to work alongside other built environment

Part 2: Educational Aims of the Programme

professionals and see their role in a wider context.

Depth: The graduates will have a competency in resolving issues that arise from the technical performance and strategic management of property from inception through to obsolescence.

Breadth: The programme will produce graduates for the building surveying profession who can integrate the often-related technical, social, economic, and legal issues that inform the design, construction, ownership, occupation and management of property.

The programme will:

- i) Enable students to make an immediate and positive contribution to existing building surveying practice.
- ii) Develop a level of understanding and judgement that will enable them to respond to, and initiate, change both within the building surveying profession specifically and in the built environment generally, thereby making them suitable candidates for more senior management and strategic roles.
- iii) Develop the students' analytical and problem solving skills and to encourage the development of mature and independent judgement, leading to effective decision-making.
- iv) Give students an appreciation of the objectives of all concerned within the built environment together with an understanding of the wider economic, political, technological and social forces that influence its evolution and development.
- v) Equip students with the skills necessary for competent management within the inter-professional, project based framework of the property profession and construction industry.
- vi) Provide an education with academic rigour to engender an attitude towards study and intellectual enquiry that will encourage the students to consider this course as only the first stage of a continuing educational process.
- vii) Enable students to demonstrate an appreciation of research and research methods and their value and application to the built environment.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
A Knowledge and understanding of how to	Teaching/learning methods and strategies:
1. To interpret legal principles and practice and their application to construction and property related law and demonstrate knowledge of the statutory frameworks and constraints that influence (and generate) as well as professional ethics areas of building surveying practice.	The development of students' knowledge and understanding will be achieved mainly through lectures that will be supported by labwork, seminars, studios and fieldwork. Students will also be required to access a range of learning resources via the Faculty intranet and directed reading.

Part 3: Learning Outcomes of the Programme

<p>2. To explain the stages within the development process, the role of the actors and institutions and analyse issues that arise from inception to obsolescence.</p>	<p>Formative work will be embodied within most modules (see assessment) which will allow student to consolidate their knowledge and understanding by applying it to a range of practical problems.</p>
<p>3. To analyse the performance of a building from a technical, behavioural and functional perspective and recognise the inter-relationship of these perspectives.</p>	<p>Formative reviews using a variety of formats enable students to prepare and reflect before undertaking summative assessments; essay plans, action plans, design crits, stage presentations and peer review</p>
<p>4. To apply the fundamental principles and concepts of design to a range of building types to include both new work and the refurbishment and conversion of existing buildings.</p>	<p>Assessment:</p>
<p>5. To analyse and appraise the scientific principles and concepts pertaining to buildings, their design and human comfort.</p>	<p>Testing of knowledge and understanding is through appropriate forms of assessed coursework and written examinations. Assessed coursework includes essays, lab work, development projects, design studios, surveys, reports and team presentations.</p>
<p>6. To specify appropriate materials and components, interpret specifications, inspect and assess the condition of materials in existing structures.</p>	
<p>7. To identify client objectives in the management of built assets in advising on and implementing processes for the tactical and strategic management of property.</p>	
<p>8. To examine the relationship between the conservation of historic buildings and the concept of sustainability.</p>	
<p>9. To explain the factors that cause premature obsolescence.</p>	
<p>10. To recognise the external and internal influences that shape commercial activity and interpret the significance of property in supporting the objectives of an organisation.</p>	

B Intellectual Skills

<p>B Intellectual Skills</p>	<p>Teaching/learning methods and strategies:</p>
<p>1. To critically examine evidence gained from an evaluation of an existing building or design to give appropriate advice to existing or prospective owners and/or occupiers.</p>	<p>Intellectual skills are developed systematically through the course structure. Modules at level 1 are addressing fundamental principles and concepts associated mainly with cross faculty themes. These are developed through largely traditional means of lectures and tutorials/labs.</p>
<p>2. To develop creative and well-founded solutions to address a client brief for the repair, maintenance, rehabilitation, conservation or conversion of property.</p>	<p>Modules at level 2 are addressing issues of practice and application. Students will therefore have to apply their knowledge to new situations. Work undertaken</p>
<p>3. To identify and integrate information sources</p>	

Part 3: Learning Outcomes of the Programme	
effectively and objectively interpret, analyse and communicate qualitative and quantitative data.	will need to respond to a correctly interpreted brief, require appropriate research, analysis and recommendation. Research skills are developed within the second year Inter-professional module and applied to the Dissertation at level 3 .In addition there is a work Based Research Project
4. To initiate and execute research and subsequently analyse and exploit the findings.	Modules at level 3 are client focused and bring together previous learning across a range subject areas in giving appropriate, well founded advice as the result of a thorough critical appraisal. The complexity and open-endedness of problems tackled is significantly greater in level 3 modules.
5. To reconcile the often-conflicting demands made on built assets by those owning, occupying or having other interests in it.	Formative work with feedback and discussion will be used to develop students' intellectual skills.
6. To demonstrate that they are capable of bringing a broad and ethically informed perspective, including environmental and social awareness, to bear on issues relating to their subject.	
7. To demonstrate an ability to analyse complex situations.	
8. Demonstrate an ability to embrace the notion of sustainable development as an intrinsic element of practice witnessed across a range of modules studied on the Programme.	Assessment: Research skills are assessed in relevant coursework and project based assignments that emulate, building surveying practice. These also require students to demonstrate their ability to interpret and synthesise different sources of information and to form balanced judgements supported by evidence. Critical evaluation of relevant evidence is a recurring theme in project and coursework requiring students to providing advice to real life scenarios.
9. Apply a range of modelling techniques, as appropriate, to facilitate analysis of data in making reasoned judgements and, in particular, the emerging importance of Building Information Modelling (BIM) for clients, contractors and consultants in development scenarios.	The level 3 multi-disciplinary module requires students to develop their analytical skills and to balance different perspectives and values within the context of team working. The dissertation on the other hand requires students to pursue an individual piece of research. This requires students to demonstrate intellectual skills and an ability to sustain and develop their work over an extended period and is perhaps the most demanding intellectual task undertaken by the students.
C Subject, Professional and Practical Skills	
C Subject, Professional and Practical Skills	Teaching/learning methods and strategies: Most of these practice based skills are developed through level 2 modules and are necessary to engage effectively in the level 3 modules that follow.
1. To use, draw and analyse plans and drawings including computer assisted technologies as appropriate.	Most of the skills listed are developed through practical tasks and site visits. Students are given opportunities to practice these skills and undertake formative tasks with feedback as preparation for their
2. To develop safe systems of work which protect the environment, health and safety of relevant	

Part 3: Learning Outcomes of the Programme


stakeholders and those involved in the building surveying profession.	assessment alongside other learning outcomes.
3. To inspect and appraise individual properties and estates with a view to repair, rehabilitation and refurbishment, and consequently design and implement appropriate schemes.	Assessment: These skills are assessed through the practice based assignments set in level 2 modules. These modules are then a necessary pre-requisite to effectively engaging in level 3 modules that follow and this ensures that practical skills are integrated with conceptual understanding and knowledge.
4. To recognise the factors that cause premature obsolescence and apply these within the context of an option appraisal for the refurbishment of existing building stock including the management of the process from the initial inspection through completion of a refurbishment or conversion contract.	

D Transferable Skills and other attributes

D Transferable Skills and other attributes	Teaching/learning methods and strategies:
1. To communicate effectively using a range of media and to justify solutions to building owners and occupiers, building users, contractors and other professionals.	Presentation skills are developed within the inter-professional module Process of Development and then practiced and refined through the level 2 'practice and application' modules. Skills development within the practice modules will also include the measurement and recording of data from a site survey, the preparation of reports and design proposals.
2. To apply IT in the context of learning and the building surveying profession, including computer aided design and building information modelling	
3. To work independently or in a cognate or multi-disciplinary team.	The development of teamwork as a skill is a particular feature of the inter-professional stream of modules in each year.
4. To respect and appreciate other peoples' perspectives.	
5. To work effectively with others in a range of contexts and with a broad awareness of equal opportunities issues.	Assessment:
6. To observe, record and interpret data.	The assessment of these skills is embedded within the modules. Presentation skills are assessed through individual and group presentations while team working and respect for others is assessed via the inter-professional modules. Other skills are assessed through computer based practical exercises, coursework and tests.

Part 4: Programme Structure: Full Time

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

ENTRY 	Year 1	Compulsory Modules UBLMPC-30-1 Law, Economics and Management UBLMSS-30-1 Building Science UBLMYS-30-1 Construction Technology & Services UBLLWV-30-1 Design Process	Optional Modules None	Interim Awards Other requirements CertHE Building Surveying 120 credits with at least 100 credits at level 1 or above
	Year 2	Compulsory Modules UBLMYT-30-2 Residential Refurbishment and Maintenance UBLMUS-30-2 Commercial Development UBLMRC-15-2 Procurement and Contract Law UBLMGJ-15-2 Professional Practice for the Built Environment UBLMQS-15-2 Analysis of Building Defects UBLMTS-15-2 Building Surveys and Professional Consultancy	Optional Modules None	Interim Awards Other requirements DipHE Building Surveying 240 credits with at least 100 credits at level 2 or above and a further 120 credits at level 1 or above
	Year Out: Year Out: UBLMG4-15-3 Workbased Research Project Students who select to study through a placement are not required to study the module UBPMNE-15-3 Collaborative Practice in their final year of attendance.			

Year 3	Compulsory Modules	Optional Modules	Interim Awards
	UBLLYV-30-3 Dissertation	UBLMNE-15-3 Collaborative Practice	BSc Building Surveying
	UBLLYW-30-3 Sustainable Strategies for Property Management	OR	300 credits with at least 60 credits at level 3, a further 100 credits at level 2 or above and a further 120 credits at level 1 or above.
	UBLMWS-30-3 Commercial Refurbishment	UBLMG4-15-3 Workbased Research Project	Highest Award
	UBLMXB-15-3 Conserving Building and Places		BSc (Hons) Building Surveying
			360 Credits at appropriate level

Part 4: Programme Structure: Part Time

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

ENTRY ↓	Year 1.1	Compulsory Modules UBLMSS-30-1 Building Science UBLMYS-30-1 Construction Technology & Services	Optional Modules None	
	Year 1.2	Compulsory Modules UBLMPC-30-1 Law Economics and Management UBLLWV-30-1 Design Process	Optional Modules None	Interim Awards Other Requirements CertHE Building Surveying 120 credits with at least 100 credits at level 1 or above
	Year 2.1	Compulsory Modules UBLMYT-30-2 Residential Refurbishment and Maintenance UBLMQT-15-2 Procedure & Practice (WBL) UBLMQS-15-2 Analysis of Building Defects UBLMTS-15-2 Building Surveys and Professional Consultancy	Optional Modules	

Year 2.2	<p>Compulsory Modules</p> <p>UBLMUS-30-2 Commercial Development</p> <p>UBLMRC-15-2 Procurement and Contract Law</p> <p>UBLMXB-15-3 Conserving Buildings and Places</p>	<p>UBLMG4-15-3 Work Based Research Project OR UBLMHQ-15-3 Professionalism (Work Based Learning) OR UBLMNE-15-3 Collaborative Practice</p> <p><i>Note: UBLMG4-15-3 is the preferred route. Students unable to meet the learning outcomes of this module due to their employment circumstances- will then either study UBLMG4-15-3 OR UBPMNE-15-3</i></p>	<p>Interim Awards</p> <p>Other Requirements</p> <p>DipHE Building Surveying</p> <p>240 credits with at least 100 credits at level 2 or above and a further 120 credits at level 1 or above</p>
Year 3	<p>Compulsory Modules</p> <p>UBLLYW-30-3 Sustainable Strategies for Property Management</p> <p>UBLMWS-30-3 Commercial Refurbishment</p> <p>UBLLYV-30-3 Dissertation</p>	<p>Optional Modules</p>	<p>Interim Awards</p> <p>Other requirements</p> <p>BSc Building Surveying</p> <p>300 credits with at least 60 credits at level 3, a further 100 credits at level 2 or above and a further 120 credits at level 1 or above</p> <p>Highest Award</p> <p>BSc (Hons) Building Surveying</p> <p>360 Credits at appropriate level</p>

GRADUATION

Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:

Students must have achieved a grade C or above in GCSE Maths and English

Admission to the programme is subject to the RICS threshold standards.

Students with a relevant HNC/HND may be admitted with accreditation of their learning in respect of the level 1 modules in the programme and subject to the threshold standards specified by the RICS.

Part 6: Assessment

Approved to University Regulations and Procedures

Part 7: Student Learning

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face: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.

On the BSc Building Surveying programme teaching is a mix of scheduled, independent and placement learning

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. 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. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices made.

Placement learning Students on the Sandwich route take a practice placement. The part time programme also provides for recognition of practice experience through work based learning modules

IT and Specialist Software

Student learning and admission to specialist software and associated resources is carefully planned and monitored by the programme team to ensure appropriate access at all times, particularly at peak periods near assessment deadlines.

Assessment Planning

Assessment deadlines suitably considered, managed and balanced throughout the academic year to avoid excessive peaks in student workloads on both full and part time provision, recognising their varying needs accordingly.

Description of Distinctive Features and Support

1. Supported by staff active in research and with strong links to professional practice.

The modules at levels 2 and 3 are delivered by building surveyors who are active in research and consultancy and have strong links to the profession. The course is accredited by the Royal Institution of Chartered Surveyors (RICS), providing exemption from their academic requirements. The RICS being the principle professional body for Building Surveyors.

2. Optional placement

The course offers an optional placement in year 3 and this is promoted and supported through a Foster Firm scheme in year 2 that provides an opportunity to gain work experience with local practices.

3. Inter-professional ethos

A particular feature of the undergraduate programme at UWE is the inter-professional ethos and collaboration that runs throughout the modular scheme. This provides a platform for inter-professional team working at each of the 3 levels. In particular these modules enable students to pool their distinctive knowledge and skills to deliver a team driven solution to a live project and to consider the issue of sustainability within the built environment.

4. Modes of study

The programme may be studied over three years full time, four years with a practice placement

Part 7: Student Learning

(Sandwich), or five years day release from relevant employment (part time). Students have flexibility and may elect to transfer between modes of study.

5. Field courses

Where suitable opportunities arise students take part in residential and day visits to support and supplement their learning throughout the programme.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

1. The programme draws on the benchmark statements in Building and Surveying as shown in the Learning Outcomes above.
2. Faculty and University policies on teaching, learning and assessment including a strong emphasis on formative work, skills development and innovative approaches to teaching and learning.
3. The programme is underpinned by staff consultancy, professional practice and research utilising visiting speakers and guest lecturers from within industry.
4. The course team have excellent links with local employers who advise the course team on the content and structure of the programme through the Construction Consortium that meets three times a year.

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.

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Date of last Periodic Enhancement Review				