



PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	University of the West of England, Bristol	
Teaching Institution	University of the West of England, Bristol	
Delivery Location	Frenchay Campus	
Faculty responsible for programme	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 and Full Time with Foundation year	
Codes	UCAS:K230	JACS:
	ISIS2:K260 K23B (SW) K23B13 (FT)	HESA:
Relevant QAA Subject Benchmark Statements	Building and Surveying	
CAP Approval Date	7 March 2018	
Valid From	September 2018	
Version	2	

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 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.

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Part 2: Educational Aims of the Programme

- 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 focus of the foundation year (level 0) is on the acquisition both of appropriate academic skills and relevant subject knowledge to allow students to develop and progress through levels 1, 2 and 3 in relation to knowledge and understanding, cognitive, subject specific and study skills.

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.
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.	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. 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
3. To analyse the performance of a building from a technical, behavioural and functional perspective and recognise the inter-relationship of these perspectives.	
4. To apply the fundamental principles and concepts of design to a range of building types to include both	

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Part 3: Learning Outcomes of the Programme	
<p>new work and the refurbishment and conversion of existing buildings.</p> <p>5. To analyse and appraise the scientific principles and concepts pertaining to buildings, their design and human comfort.</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>	<p>Assessment:</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>
B Intellectual Skills	
<p>B Intellectual Skills</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>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>3. To identify and integrate information sources effectively and objectively interpret, analyse and communicate qualitative and quantitative data.</p> <p>4. To initiate and execute research and subsequently analyse and exploit the findings.</p> <p>5. To reconcile the often-conflicting demands made on built assets by those owning, occupying or having other interests in it.</p> <p>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.</p> <p>7. To demonstrate an ability to analyse complex situations.</p>	<p>Teaching/learning methods and strategies:</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>Modules at level 2 are addressing issues of practice and application. Students will therefore have to apply their knowledge to new situations. Work undertaken 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</p> <p>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.</p> <p>Formative work with feedback and discussion will be used to develop students' intellectual skills.</p>

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Part 3: Learning Outcomes of the Programme	
<p>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.</p> <p>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.</p>	<p>Assessment:</p> <p>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.</p> <p>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.</p>
C Subject, Professional and Practical Skills	
C Subject, Professional and Practical Skills	Teaching/learning methods and strategies:
<p>1. To use, draw and analyse plans and drawings including computer assisted technologies as appropriate.</p> <p>2. To develop safe systems of work which protect the environment, health and safety of relevant stakeholders and those involved in the building surveying profession.</p> <p>3. To inspect and appraise individual properties and estates with a view to repair, rehabilitation and refurbishment, and consequently design and implement appropriate schemes.</p> <p>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.</p>	<p>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.</p> <p>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 assessment alongside other learning outcomes.</p> <p>Assessment:</p> <p>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.</p>
D Transferable Skills and other attributes	
D Transferable Skills and other attributes	Teaching/learning methods and strategies:
<p>1. To communicate effectively using a range of media and to justify solutions to building owners and occupiers, building users, contractors and other professionals.</p> <p>2. To apply IT in the context of learning and the building surveying profession, including computer</p>	<p>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</p>

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Part 3: Learning Outcomes of the Programme	
aided design and building information modelling	proposals.
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.	Assessment:
5. To work effectively with others in a range of contexts and with a broad awareness of equal opportunities issues.	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.
6. To observe, record and interpret data.	

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 (level 0)	Compulsory modules UBLMLR-30-0 Context of Design and Development UBLMMA-15-0 Building a Professional UBGMR-15-0 Challenges Data and Solutions UBGMPR-30-3 Environment and Sustainability UBLMPA-30-0 Foundation Year Project	Optional modules None	Interim award 120 credits at Level 0 Successful completion of all level 0 modules required to permit progression to level 1
	Year 2 (level 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 CertHE Building Surveying Credit Requirements: 240 credits At least 100 credits at level 1 or above. 120 credits at level 0

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Year 3 (Level 2)	<p>Compulsory Modules</p> <p>UBLMYT-30-2 Residential Refurbishment and Maintenance</p> <p>UBLMUS-30-2 Commercial Development</p> <p>UBLMRC-15-2 Procurement and Contract Law</p> <p>UBLMGJ-15-2 Professional Practice for the Built Environment</p> <p>UBLMQS-15-2 Analysis of Building Defects</p> <p>UBLMTS-15-2 Building Surveys and Professional Consultancy</p>	<p>Optional Modules</p> <p>None</p>	<p>Interim Awards</p> <p>Other requirements</p> <p>DipHE Building Surveying</p> <p>Credit requirements: 360 credits</p> <p>At least 100 credits at level 2 or above. At least 120 credits at level 1 or above. 120 credits at level 0.</p>
<p>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.</p>			
Year 4 (Level 3)	<p>Compulsory Modules</p> <p>UBLLYV-30-3 Dissertation</p> <p>UBLLYW-30-3 Sustainable Strategies for Property Management</p> <p>UBLMWS-30-3 Commercial Refurbishment</p> <p>UBLMXB-15-3 Conserving Building and Places</p>	<p>Optional Modules</p> <p>UBLMNE-15-3 Collaborative Practice</p> <p>OR</p> <p>UBLMG4-15-3 Workbased Research Project</p>	<p>Interim Awards</p> <p>BSc Building Surveying</p> <p>Credit requirements: 420 credits</p> <p>At least 60 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.</p> <p>Highest Award</p> <p>BSc (Hons) Building Surveying</p> <p>Credit requirements: 480 credits</p> <p>At least 100 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.</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

Tariff points as appropriate for the year of entry - up to date requirements are available through the [courses database](#).

Part 6: Assessment

Approved to University Regulations and Procedures

It is the Award Board's responsibility to determine whether the student's attainment at level 0 is sufficient to progress to level 1.

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

The foundation year is common with a number of other construction and property programmes which allows the flexibility for students to transfer between programmes in this subject area as is most appropriate to their emergent subject and/or their professional interests.

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

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Part 7: Student Learning

and have strong links to the profession. Confirmation of accreditation for this integrated programme is being sought.

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 four years full time or five years with a practice placement (Sandwich).

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.

FOR OFFICE USE ONLY

First CAP Approval Date	Nov 2016	Version	1
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Revision Approval Date	7 Mar 2018		2	Link to RIA (ID 4678)
	5 Nov 2018		3	Link to RIA (ID4933)
Next Periodic Curriculum Review due date				
Date of last Periodic Curriculum Review				