Section 1: Basic Data

Awarding institution/body:	**UWE**
Teaching institution:	**UWE**
Faculty responsible for programme:	**FBE**
Programme accredited by:	**RICS**
Highest award title:	**BSc (Hons) Building Surveying**
Default award title:	
Interim award title:	**Dip HE Building Surveying** **Cert HE Building Surveying** **BSc Built and Natural Environments**
Modular scheme title:	**Faculty of the Built Environment UG Modular Scheme**
UCAS codes:	**K230**
QAA subject benchmarking group(s):	**Building and Surveying**
Valid until:	
Valid from:	**2001**
Authorised by:	**UG Modular Scheme Director** Date:
Version code:	**1**
Version year:	**2005**

Section 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 with 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 award 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 award 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 will 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.

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 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) areas of building surveying practice 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 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 new work and the refurbishment and conversion of existing buildings. 5. To analyse and appraise the scientific principles and concepts pertaining to buildings, their design and human comfort. 6. To specify appropriate materials and components, interpret specifications, inspect and assess the condition of materials in existing structures 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 8. To examine the relationship between the conservation of historic buildings and the concept of sustainability. 9. To explain the factors that cause premature obsolescence 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.	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. 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 **Assessment** Testing of knowlege 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.

B: Intellectual skills

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
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 2. To develop creative and well-founded solutions to address a client brief for the repair, maintenance, rehabilitation, conservation or conversion of property. 3. To identify and integrate information sources effectively and objectively interpret, analyse and communicate qualitative and quantitative data. 4. To initiate and execute research and subsequently analyse and exploit the findings. 5. To reconcile the often-conflicting demands made on built assets by those owning, occupying or having other interests in it. 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	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. Modules at level 2 are addressing issues of practice and application. Students will therefore have to apply their knowlege to new situations. Work undertaken will need to respond to a correctly interpreted brief, require appropriate research, analysis and recommendation. Research skills at developed within the second year Inter-professional module and applied to the Dissertation at level 3. 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. Formative work with feedback and discussion will be used to develop students' intellectual skills. **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. 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

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
1. To use, draw and analyse plans and drawings including computer assisted technologies as appropriate 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 3. To inspect and appraise individual properties and estates with a view to repair, rehabilitation and refurbishment, and consequently design and implement appropriate schemes 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	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. 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. **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.

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 effectively using a range of media and to justify solutions to building owners and occupiers, building users, contractors and other professionals. 2. To apply IT in the context of learning and the building surveying profession. 3. To work independently or in a cognate or multi-disciplinary team. 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. 6. To observe, record and interpret data	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. The development of teamwork as a skill is a particular feature of the inter-professional stream of modules in each year. **Assessment** 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.

Section 4: Programme structure

FIGURE 1: AWARD STRUCTURE DIAGRAM

BSc (HONS) BUILDING SURVEYING

Recommended Routeway for FT Students

YEAR 1

SEM 1	Business Economics & Management for Construction UBIL6Y-20-1	Introduction to Law & Construction Contracts UBCL7B-20-1	Design Studies (BS) UBLL7A-20-1	Environments & Construction Materials UBCLC5-20-1	Building Construction UBLL79-20-1	Process of Development UBIL75-10-1	Data & Analysis UBCLBY 10 1
SEM 2							

YEAR 2

SEM 1	Design & Performance of Commercial Buildings UBLL7N-20-2	Property Development Economics UBLL7P-20-2	Refurbishment and Renewal UBLL86-20-2	Building Defects & Property Surveys UBLL7G-20-2	Property & Construction Law UBLL7Y-20-2	Building Services UBCLCA 10 2	
SEM 2							Inter-professional Development Project UBIL76-10-2

OPTIONAL PLACEMENT

YEAR 3

SEM 1	Dissertation A UBILF3-20-3	Refurbishment & Project Management UBLL47-20-3	Strategic Management of Property UBLL8M-20-3	Conservation & Sustainability UBLL8F-20-3	Shared Elective	Building Surveying Issues UBLL8E 10 3	Inter-disciplinary Issues UBIL4N-10-3
SEM 2					Shared Elective		

BSc(Hons) BUILDING SURVEYING

Recommended Routeway for Part Time Day Release Students

PT 1 1

SEM 1	Environments & Construction Materials UBCLC5-20-1	Construction Technology A UBCLBX-20-1	Process of Develop-ment UBIL75-10-1	Data & Analysis UBCLBY-10-1
SEM 2				

PT1.2

SEM 1	Design Studies (BS) UBLL7A-20-1	Business Economics & Management for Construction UBIL6Y-20-1	Introduction to Law & Construction Contracts UBLL7B-20-1
SEM 2			

PT 2.1

SEM 1	Building Defects & Property Surveys UBLL7G-20-2	Refurbishment & Renewal UBLL86-20-2	Property & Construction Law UBCL7Y-20-2	Experiential Learning (Professional) UBILJE-20-2
SEM 2				

PT 2.2

SEM 1	Design & Performance of Commercial Buildings UBLL7N-20-2	Property Development Economics UBLL7P-20-2	Building Surveying Issues UBLL8E-10-3	Building Services UBCLCA-10-2	Experiential Learning (LPM) B UBLL4A-20-3
SEM 2					

PT 3

SEM 1	Refurbishment Project Management UBLL47-20-3	Strategic Management of Property UBLL8M-20-3	Conservation & Sustainability UBLL8F-20-3	Dissertation A UBILF3-20-3
SEM 2				

The Award is structured around five subject themes that develop through the award - Design and Technology, Management and Business, Law, Sustainability and Inter-professional Teamwork.

Design and Technology

Many clients look to the Building Surveyor for very specific technical advice regarding the function and performance of buildings. Whilst this is often within the context of condition assessment or refurbishment the skills knowledge and expertise of the Building Surveyor is being called upon as part of the role of Clienti¦s Representative or Development Monitoring for new build work.

Building surveyors need to develop a sound appreciation of how buildings work and how they respond to change. They need to be able to determine the performance needs of a particular building or component and assess the extent to which these are being met. Condition assessment is a particular expertise that can be called upon for a variety of reasons.

The following modules combine to provide the competencies needed within this theme:
Building Construction, Environments & Construction Materials, Design Studies, Refurbishment & Renewal, Building Defects & Property Surveys, Design & Performance of Commercial Buildings,

Refurbishment Project Management, Conservation & Sustainability

Management & Business

All surveying disciplines are charged with the responsibility to ensure that precious resources are managed efficiently. In building surveying terms this requires that property delivers maximum functionality whilst retaining an appropriate investment value. The avoidance of premature obsolescence is a key factor in the strategic management of built assets. It is important that property management is viewed from two, often competing, and perspectives.

i) Owners and occupiers: in assisting owners and occupiers having an interest in the property meet their personal or corporate objectives

ii) Sustainable and continued use of the building: ownership and occupation of a building will change over time. Appropriate use and redevelopment will increasingly recognise the wider value of the asset (particularly within the context of listed buildings, conservation and urban renewal)

A sound business case is often needed to promote the redevelopment and appropriate management of land and property. This requires an understanding of the wider implication of policies set at a macro level and the more immediate microeconomic of day-to-day business activity. The economics of development need to be understood alongside the financial forecast of capital and revenue implications of alternative design strategies.

The following modules provide the management and business perspective:
Business Economics & Management for the Built Environment, Refurbishment & Renewal, Property Development Economics, Refurbishment Project Management, Strategic Property Management, Conservation & Sustainability.

Law

The statutory frameworks within the construction and property sectors are responsible for, or impact upon, the majority of work undertaken by building surveyors. Work undertaken in respect of Party Wall Awards, Dilapidations, Access Audits, Arbitration and Building Regulations approval occur as a direct consequence of legislation. In undertaking works of design, refurbishment, maintenance and property management the building surveyor has to ensure that whole rafts of legislative requirements are adhered to.

The legislative framework impacts upon most modules but is particularly developed through:
Introduction to Law & Construction Contracts, Design Studies, The Process of Development, Building Defects & Property Surveys, Property & Construction Law, Refurbishment & Renewal, Refurbishment Project Management & Building Surveying Issues.

Sustainability

In managing resources efficiently all surveyors need to be aware of the issues surrounding sustainability. Conflict between the commercial or personal interests of a company or individual and that of society represent a considerable tension. Whilst each situation will differ it is essential that surveyors are aware of increasing pressures to find a more sustainable outcome to development needs.

Sustainability is a continuing theme throughout the award but is particularly addressed through:
Environments & Construction Materials, Design Studies, Refurbishment & Renewal, Property Development Economics, Refurbishment Project Management and Inter-professional Issues.

Inter-professional Teamwork

The diversity of building surveying services demands a comprehensive knowledge of the development process and the actors within it. Building surveyors undertake roles that engage at all points of the process from inception to obsolescence. Project Management is typical of the tasks undertaken where the knowledge and team working skills provided in the Inter-professional modules are applied. The Faculty programme has a declared inter-professional ethos in the way that it brings a comprehensive and diverse range of programmes together.

Inter-professional team working is particularly developed through:

The Process of Development, The IP Development Project, IP Issues. The integrated nature of the

programme and the inclusion of Shared Electives also serve to develop the connected thinking that is essential in practice

Student Choice is provided with the inclusion of two shared electives within the final year of the full time programme. At level 3 the 20-credit dissertation will give student choice within a relevant area and test the ability to develop a rigorous academic investigation. The level 3 Inter-professional Issues module also provides an element of choice within an overall sustainability theme.

The overall structure of the award is designed to provide a clear and logical framework within which to develop these themes:

Level One: Fundamental Principles and Concepts

Modules studied in the first year all provide a foundation for later work. At level one these principles and concepts are often shared with other built environment awards on an ¡¥as needsi¦ basis.

Level Two: Practice and Application

Much of the work studied at level 1 is developed and applied to more building surveying related work within level 2 modules. Sharing, although substantially less is now focused towards property management and economics. Property development economics and law subjects are shared with commercial property surveying awards.

The move towards practice and application in year two serves as a preparation for those entering the sandwich year and provides a platform for level 3 studies.

Level Three: Analysis, Synthesis and Scholarly Judgement

Modules at level 3 serve to bring together the knowledge and skills acquired previously into a new, broader, context. With the exception of the Elective modules all of the work undertaken has a building surveying context. Modules are both broadening (Strategic Property Management) and deepening (Refurbishment Project Management) and engage students in complex issues that require considerable analysis and judgement in finding a valid, well supported outcome.

The list of modules included within the award is shown as Figure 2.

Core modules

Level 1
UBIL6Y-20-1: Business Economics & Management for Construction (20)
UBCLBY-10-1: Data and Analysis (10)
UBLL7A-20-1: Design Studies (BS) (20)
UBCLC5-20-1: Environments and Construction Materials (20)
UBCL7B-20-1: Introduction to Law and Construction Contracts (20)
UBIL75-10-1: The Process of Development (10)
Level 2
UBLL7G-20-2: Building Defects and Property Surveys (20)
UBCLCA-10-2: Building Services (10)
UBLL7N-20-2: Design & Performance of Commercial Buildings (20)
UBLL7Y-20-2: Property & Construction Law (20)
UBLL7P-20-2: Property Development Economics (20)
UBLL86-20-2: Refurbishment and Renewal (20)
Level 3
UBLL8E-10-3: Building Surveying Issues (10)
UBLL8F-20-3: Conservation and Sustainability (20)
UBILF3-20-3: Dissertation A (20)
UBLL47-20-3: Refurbishment Project Management (20)
UBLL8M-20-3: Strategic Management of Property (20)

Optional modules

Students must take 40 credits from the following modules. NOTE Experiential modules can only be taken by students in relevant employment.
20 Credits Shared Electives
UBILJE-20-2: Experiential Learning A (Professional) (20)
UBLL4A-20-3: Experiential Learning B (LPM) (20)
UBIL76-10-2: Inter-professional: Development Project (10)
UBIL4N-10-3: Interdisciplinary Issues (10)
Students must take one of the following modules:
UBLL79-20-1: Building Construction (20)
UBCLBX-20-1: Construction Technology A (20)

Placement

120 P credits
Placements

Target Award

BSc (Hons) Building Surveying

360 credits with at least 100 credits at level 3, a further 100 credits at level 2 or above and a further 140 credits at level 1 or above

Default Award

Interim Awards

BSc Built and Natural Environments

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

Cert HE Building Surveying

120 credits with at least 100 credits at level 1 or above

Dip HE Building Surveying

240 credits with at least 100 credits at level 2 or above and a further 120 credits at level 1 or above

Section 5: Entry requirements

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

See also the Standard faculty entry requirements apply.

Admission to the programme is subject to the RICS treshold 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.

Section 6: Assessment Regulations

The latest version of the University Modular Assessment Regulations apply to this programme.

Assessment regulations for the optional placement are set out in Volume 1 of the UG Modular Scheme documentation.

Section 7: Student learning: 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.

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. An internship in N America may also be available.

3. Inter-professional ethos

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

4. Student choice

Students may choose up to 20 credits from a pool of more than 30 electives - including european languages, computer modelling, conservation of historic buildings, history of architecture and many others

5. Field courses

Students take part in residential and day visits - including a final year week-long trip which normally takes place in continental Europe

Section 8: Reference points/benchmarks

1. RICS acceditation

The programme is within the RICS partnership and is influenced by its requirements in relation to health and safety, professional ethics as well as the competencies contained within the APC.

2. Research and consultancy

Members of the School teaching on the programme are active in research and professional practice, particularly in areas such as strategic facilities management, post occupancy evaluation, strategic asset management and the management of historic buildings.

2. The Building and Surveying benchmark statement

The learning outcomes for the Building Surveying Award reflect the subject specific guidance found on pages 2 and 3 of the Building and Surveying benchmarking statement with particular reference to:

A wide diversity of curricula may include as appropriate:

i) measurement and evaluation both quantitatively and qualitatively - of land and built assets;

ii) law relating to land tenure, use and development of land which could include building control, statutory
planning, health and safety, project procurement, dispute resolution, employment legislation, equal opportunities and a range of other subject specific statutes;

iii) economic theory and applied economics including resource allocation models, valuation techniques, financial management, planning, construction industry economics, business management;

iv) design, construction, performance and recycling of buildings, including aspects of building services;

v) management of projects from conception to realisation, their operational use; human and financial resources and organisational processes.

Graduates will acquire knowledge and understanding of the context, core concepts and theories relevant to their chosen discipline within the broad area of building and surveying. This will be supported by the development of key skills that they will be able to apply both within the academic context in which they will be studying and also to the wider world of work upon graduation (or placement).

The learning outcomes were also written within the prescriptions for knowledge, intellectual skills, subject specific skills and key skills set out in the benchmarking statement firmly in mind. In addition the teaching learning and assessment strategies adopted on this program consistent with those contained within the benchmarking statement. Key (or transferable) skills are further embodied at modular level in the skill matrices that accompany each module. These highlight those skills that are developed, practiced and assessed by the module in question.

3. The University and Faculty policies on teaching, learning and assessment, particularly in relation to formative work and assessment policies

4. Local employer feedback

Local employers support the programme in a number of ways; through the employers' liasion group, through the foster firm arrangements and placement employers, as external examiners and as visiting lecturers. They provide guidance and support for the development of the programme.