

Section 1: Basic Data

Awarding institution/body: **UWE**

Teaching institution: **UWE**

Faculty responsible for programme: **FBE**

Programme accredited by:

Highest award title: **Foundation Built and Natural Environments**

Default award title:

Interim award title:

Modular scheme title: **Faculty of the Built Environment UG Modular Scheme**

UCAS codes: **K2KH**

QAA subject benchmarking group(s):

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

The Foundation Programme provides a routeway into Higher Education for applicants who have either under-achieved at secondary level or are coming to HE after a significant gap of time since their secondary education, eg mature student entry. It is the first of a four year programme leading to the award of a BA/BSc(Hons) Built and Natural Environments.

The Programme has been designed to:

1. Introduce students to teaching and learning practices and standards at HE level.
2. Enable students who perform successfully over the year and complete the course at the first attempt to be guaranteed a place on most awards offered by the Faculty of the Built Environment.
3. Develop study and inter-personal skills essential for undertaking a degree, in particular numerical and communication skills.
4. Introduce students to the range of disciplines and professional areas covered by the Faculty of the Built Environment.
5. Provide background knowledge which underpins an understanding of the physical characteristics of the built environment.
6. Provide a range of assessment approaches typical of those found on HE study programmes.

Students successfully completing at least 100 credits on the Foundation Course will be able to progress onto Stage One (ie Year One) of the BSc (Honours) Award in Built and Natural Environments. Alternatively, with 120 credits passed at their first assessment opportunities, a student will be able (subject to professional body restrictions) to transfer onto Stage One (Year One) of any of the Faculty of the Built Environment's undergraduate awards. Where a student passes modules to the sum of 120 credits following re-assessment, s/he may elect to transfer onto any other undergraduate award in the Faculty, subject always to the approval of the receiving Award Team.

Section 3: Learning outcomes of the programme

A: Knowledge and understanding

<p>By the end of the programme, the student should be able:</p> <ol style="list-style-type: none">1. Demonstrate a broad knowledge of the learning, employment and management opportunities available within the built environment.2. Demonstrate knowledge of the political, economic and social context within which policies affecting land, buildings and the environment are developed and applied.3. Demonstrate a basic understanding of the scientific and technological principles which underpin the development of technological solutions to environmental problems - both within buildings and externally.4. To develop knowledge of physical geography and the internal and external building environment.	<p>Teaching/learning methods and strategies</p> <p>Teaching of the subject knowledge is primarily by lectures, and formative activities embodied within the modules.</p> <p>Sudents undertake active exercises to consolidate their knowledge by means of studios, tutorials and laboratory sessions as well as group work, field work and seminars all underpinned by independent reading.</p> <p>Assessment</p> <p>Testing of knowledge and understanding is by means of a variety of assessment methods including examinations, laboratory work, oral presentations and assessed coursework.</p>
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B: Intellectual skills

<p>By the end of the programme, the student should be able:</p> <ol style="list-style-type: none">1. To undertake simple investigative and reporting procedures in order to provide relevant solutions to set problems.2. To interpret simple case studies and consider alternative points of view.3. To develop simple arguments and demonstrate awareness of the various means by which problems can be solved.	<p>Teaching/learning methods and strategies</p> <p>Intellectual skills are developed through a variety of methods. These include tutorial sessions, group work and discussion sessions, laboratory and workshop experiments and computer sessions.</p> <p>Assessment</p> <p>Testing of the knowledge base is through assessed coursework, oral presentations, and examinations both seen and unseen.</p>
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C: Subject, Professional and Practical Skills

By the end of the programme, the student should be able:

1. To demonstrate an awareness of the practice requirements of the professional surveyor within a built project's life cycle.
2. To be able to conduct laboratory/field investigations and to describe and record their results accurately
3. To be able to use and process quantitative information

Teaching/learning methods and strategies

A range of methods is used including practical workshops and studios, computer workshops, field trips and laboratory classes.

Assessment

The assessment of practical skills is undertaken by a variety of methods including oral presentations, laboratory reports, assessed coursework, and examinations.

D: Transferable skills and other attributes

By the end of the programme, the student should be able:

1. To develop and make effective use of a range of graphic, written and oral communication skills.
2. To have developed the ability to work both independently and in a group.
3. To have acquired a range of IT skills at an introductory level.
4. To have developed competent numeracy and literacy skills.
5. To manage time requirements.
6. To apply appropriate study skills including independent reading.

Teaching/learning methods and strategies

Transferable skills and attributes are embedded within the various modules studied on the course. They enable students to engage in and develop a range of essential academic and professional transferable skills as well as key transferable skills. Teaching is by introductory sessions backed up with practice through formative work and preparation for assessed coursework.

Assessment

A variety of assessment methods is employed to test transferable skills including oral presentations and written assessments to determine ability in terms of literacy, numeracy, IT skills, written and verbal communication, graphic skills and teamwork.

Section 4: Programme structure

FIGURE 1: AWARD STRUCTURE DIAGRAM

BSc (HONS) BUILT & NATURAL ENVIRONMENTS FOUNDATION

Recommended Routeway for FT Students

FOUNDATION YEAR

SEM 1	Land & Property Issues UBLL78-20-0	Social Change and Urban Issues UBHLDQ-20-0	Introduction to (Natural) Environment Studies UBGL8T-20-0	Introduction to Technology UBCLBR-20-0	Introduction to Architecture UBPLH8-20-0	Introduction to Government Systems UBPL33-20-0
SEM 2						

This Foundation Course is a single year of study that leads onto the BA/BSc(Hons) Award in Built and Natural Environments. Students entering into the Programme will be seeking to either make up any academic under-achievement at secondary level and/or to acquire necessary learning skills, especially when returning to education after a period elsewhere.

The Foundation Course consists of six full modules that introduce the student to:

1. The range of awards available within the Undergraduate Programme of the Faculty of the Built Environment.
2. The study and inter-personal skills that need to be acquired for progression onto degree-level study and its successful conclusion.
3. An introduction to the built and natural environments and the key political, social and economic factors that influence how a modern society utilises them.
4. The decision-making organisations that underpin society and its use of the built and natural environments.
5. The concepts and application of professional organisations within the built environment and the areas of practice that they engage in.
6. Essential mathematics and data-gathering skills that underpin all degree-level awards.

<h2>Core modules</h2> <table><tr><td>Level 0</td></tr><tr><td>UBPLH8-20-0: Introduction to Architecture (20)</td></tr><tr><td>UBPL33-20-0: Introduction to Government Systems (20)</td></tr><tr><td>UBGL8T-20-0: Introduction to Natural Environments (20)</td></tr><tr><td>UBCLBR-20-0: Introduction to Technology (20)</td></tr><tr><td>UBLL78-20-0: Land & Property Issues (20)</td></tr><tr><td>UBHLDQ-20-0: Social Change and Urban Issues (20)</td></tr></table>	Level 0	UBPLH8-20-0: Introduction to Architecture (20)	UBPL33-20-0: Introduction to Government Systems (20)	UBGL8T-20-0: Introduction to Natural Environments (20)	UBCLBR-20-0: Introduction to Technology (20)	UBLL78-20-0: Land & Property Issues (20)	UBHLDQ-20-0: Social Change and Urban Issues (20)	<h2>Target Award</h2> <h3>Foundation Built and Natural Environments</h3> <p>120 credits at level 0 or above</p> <h2>Default Award</h2> <h2>Interim Awards</h2>
Level 0								
UBPLH8-20-0: Introduction to Architecture (20)								
UBPL33-20-0: Introduction to Government Systems (20)								
UBGL8T-20-0: Introduction to Natural Environments (20)								
UBCLBR-20-0: Introduction to Technology (20)								
UBLL78-20-0: Land & Property Issues (20)								
UBHLDQ-20-0: Social Change and Urban Issues (20)								

Section 5: Entry requirements

Minimum entry requirements are one of the following:

1. An A-level pass together with GCSEs at A-C in English and A-D in Mathematics.
2. Edexcel (BTec) qualification at National Diploma level of 2 Merits in the Final Year.
3. A GNVQ Pass.
4. City and Guild and similar qualifications plus relevant work experience.

Applicants with non-standard qualifications are invited to contact the Faculty of the Built Environment for guidance. The principal consideration will be to ensure that any applicant will be able to cope with and thus benefit from the course for which s/he is accepted.

It is expected that the entry to the Foundation Course will be quite diverse and that there will be a requirement for entry with credit, either on the basis of AL or AEL. In the case of applications for AEL, diagnostic testing will be used to assess student's suitability for entry with credit.

Section 6: Assessment Regulations

The Assessment Regulations are in accordance with the University Modular Assessment Regulations.

Section 7: Student learning: distinctive features and support

The Foundation Course is a Level O point of entry into Higher Education. It is designed to provide students with a broad introduction to key areas of knowledge that need to be understood by those wishing to study the built and natural environments at degree level.

The six modules have been carefully designed to give students insight into a range of fundamental aspects of core subject areas that underpin study of the built and natural environments at degree-level. They also ensure development of necessary study and inter-personal skills that are essential to all those wishing to enter onto a degree-level award.

Students who successfully complete the Course are allowed to progress onto a personally selected award of choice from any of those offered by the Faculty of the Built Environment. There are certain restrictions affecting those awards validated by the Royal Institution of Chartered Surveyors otherwise those students who pass all assessments at their first sit have an automatic right of progression onto an award of their choice. Students passing at a second or subsequent sit will only be allowed to progress if the receiving award team permit it.

Thus, the opportunity to have automatic right of entry onto an award of choice encourages students to perform well. At the same time the assimilation of necessary study skills and a knowledge-base in the built and natural environments provides excellent preparation for future studies.

Section 8: Reference points/benchmarks

1. QAA Subject Benchmark Statement.

A range of subject benchmarks provide an important external reference in that they give direction to the programme. The benchmarks do not however apply directly since they set standards for the bachelor's award.

2. University and Faculty Strategies for Teaching, Learning and Assessment.

University and Faculty teaching and learning strategies including the framework for skills development are incorporated into this Programme. Details are set out in Volume 1 of the Undergraduate Modular Scheme documentation.

3. Research, Consultancy and Professional Practice

Many staff on the Foundation Course have involvement in either research, professional practice or consultancy. Such involvement both underpins the current teaching and also drives the development of the content of each module.

Past and current areas of research include building conservation, planned maintenance, industrial archeology, the property market, corporate real estate, property management, the welfare state, physical geography.