

## Section 1: Basic Data

Awarding institution/body: **UWE**

Teaching institution: **UWE**

Faculty responsible for programme: **FBE**

Programme accredited by: **RICS**

Highest award title: **Graduate Diploma Building Surveying**

Default award title: **Graduate Diploma Building Surveying Studies**

**Graduate Certificate Building Surveying**

Interim award title:

Modular scheme title: **FBE Postgraduate Modular Scheme**

UCAS codes: **K23012**

QAA subject benchmarking group(s):

Valid until:

Valid from: **2005**

Authorised by: **PG Modular Scheme Director** Date:

Version code: **2**

Version year: **2005**

## Section 2: Educational aims of the programme

The Graduate Diploma Building Surveying addresses the education of non-cognate graduates in Building Surveying. It provides an alternative route to RICS membership to attract, recruit and educate the best graduates from disciplines other than surveying.

### General Aims

The focus of the Graduate Diploma is on the core building surveying skills. The aim is to ensure sound technical knowledge, although this is in the context of the overall role of the building surveyor, which requires management skills. The general aims of the programme 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 develop 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 independent, analytical and reflective thought and judgement.

### 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 Graduate Diploma. The specific aims are to:

1. Encourage students to 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 an understanding of the importance of academic rigour, and its application to the workplace.

## Section 3: Learning outcomes of the programme

### A: Knowledge and understanding

<p><b>By the end of the programme, the student should be able:</b></p> <ol style="list-style-type: none"><li>1. To demonstrate knowledge of the context in which building surveyors operate, and the external and internal influences that shape commercial activity.</li><li>2. To demonstrate an understanding of legal principles and practice and their application to construction and property law.</li><li>3. To apply the fundamental principles and concepts of design to a range of building types.</li><li>4. To apply survey methodology and evaluate of data for use in preparation of repair and refurbishment schemes for a range of building types.</li><li>5. To appreciate and respond to client objectives in the management of built assets in advising and implementing processes for the tactical and strategic management of property.</li><li>6. To apply Information Systems to the design, construction, evaluation, and management of buildings.</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Acquisition of 1 is through teaching and seminars in the following: Building Surveying Issues Property Development Economics</p> <p>Acquisition of 2 is through teaching and seminars in the following: Property and Construction Law</p> <p>Acquisition of 3 is through teaching and seminars in the following: Design and Performance of Commercial Buildings Building Services Conservation Philosophy &amp; Practice</p> <p>Acquisition of 4 is through teaching and seminars in the following: Building Defects and Property Surveys Refurbishment and Renewal Refurbishment Project Management</p> <p>Acquisition of 5 is through teaching and seminars in the following: Design and Performance of Commercial Buildings</p> <p>Acquisition of 6 is through teaching and seminars in the following: Refurbishment Project Management</p> <p>Additional support is provided through the Faculty teaching and learning support staff. Throughout, the learner is encouraged to undertake independent study to supplement and consolidate what is being taught/learnt.</p> <p><b>Assessment</b></p> <p>Formative assessment is normally 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 a practical exercise.</p> <p>Tutorials are also employed where appropriate and verbal feedback is given.</p> <p>Summative assessment takes two principal forms:</p> <p>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</p> <p>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.</p>
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**B: Intellectual skills**

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

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 and execute research and subsequent analysis and interpretation of the findings.
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 handle complexity.

**Teaching/learning methods and strategies**

Intellectual skills are developed through research for tutorials and assessed coursework, practical experience, presentations, and seminars.

Acquisition of 1 is through teaching and seminars in the following:  
Building Defects and Property Surveys  
Refurbishment Project Management

Acquisition of 2 is through teaching and seminars in the following:  
Refurbishment and Renewal  
Refurbishment Project Management

Acquisition of 3 is through teaching and seminars in the following:  
Property Development Economics  
Refurbishment Project Management

Acquisition of 4 is through teaching and seminars in the following:  
Property Development Economics  
Refurbishment Project Management

Acquisition of 5 is through teaching and seminars in the following:  
Building Surveying Issues  
Conservation Philosophy & Practice

Acquisition of 6 is through teaching and seminars in the following:  
Refurbishment Project Management  
Conservation Philosophy & Practice

**Assessment**

1 is assessed through formative and summative assessment, particularly via assessed coursework.

2 is assessed by formative work in studios and summative assessment of assessed coursework.

3 is assessed by formative work in tutorials and summative work in exams and assessed coursework.

4 is assessed by summative work in assessed coursework.

5 is assessed principally by formative work and class discussion.

6 is assessed by summative work in examinations and assessed coursework.

## C: Subject, Professional and Practical Skills

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

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. Implement appropriate improvement schemes.
5. To recognise the factors that cause premature obsolescence. Adopt appropriate option appraisal techniques for the reconstruction or refurbishment of existing buildings or redevelopment of sites.
6. To recognise the limits of their skills, and work with, or employ, other professionals or specialist consultants.

### Teaching/learning methods and strategies

Acquisition of 1 is through teaching and seminars in the following:

Design and Performance of Commercial Buildings  
Building Defects and Property Surveys  
Refurbishment and Renewal

Acquisition of 2 is through teaching and seminars in the following:

Refurbishment Project Management

Acquisition of 3 is through teaching and seminars in the following:

Building Defects and Property Surveys

Acquisition of 4 is through teaching and seminars in the following:

Building Defects and Property Surveys  
Refurbishment and Renewal  
Refurbishment Project Management

Acquisition of 5 is through teaching and seminars in the following:

Building Defects and Property Surveys  
Refurbishment and Renewal  
Refurbishment Project Management  
Property Development Economics

Acquisition of 6 is through teaching and seminars in the following:

Building Surveying Issues

### Assessment

Assessment is by way of formative work following site inspections and summative work in the form of assessed coursework based on formative assessment of site visits and by written examination.

**D: Transferable skills and other attributes**

<p><b>By the end of the programme, the student should be able:</b></p> <ol style="list-style-type: none"><li>1. To communicate effectively.</li><li>2. To apply appropriate IT techniques and manage information.</li><li>3. To demonstrate an ability to analyse complex situations and to provide well-considered solutions.</li><li>4. To work independently, or in a cognate or multi disciplinary team.</li><li>5. To respect and understand other peoples' perspectives.</li><li>6. To work effectively with others in a range of contexts and with a broad awareness of equal opportunities issues.</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Acquisition of 1 is through teaching and seminars in all modules.</p> <p>Acquisition of 2 is through teaching and seminars in: Refurbishment Project Management</p> <p>Acquisition of 3 is through teaching and seminars in: Building Defects and Property Surveys Property and Construction Law Refurbishment Project Management</p> <p>Acquisition of 4-6 is through teaching and seminars in all subjects.</p> <p><b>Assessment</b></p> <p>Is mainly by use of formative assessment and feedback following presentations, class discussion, studios and tutorials.</p>
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## **Section 4: Programme structure**

The Graduate Diploma Building Surveying addresses the education of non-cognate graduates in Building Surveying. It provides an alternative route to RICS membership to attract, recruit and educate the best graduates from disciplines other than surveying.

The RICS requires such programmes to be a minimum of 180 credits, of which at least 100 credits are to be at level 3 or above. The response from employers has been that the programme must be firmly grounded in core building surveying skills. Core skills are delivered at undergraduate level at level 2. The programme team has sought to address the differing agendas of employers, the RICS, and the University by this conversion course for non-cognate graduates that contains 70 Credits at level 2, 50 credits at level 3, and 60 Credits at level M.

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

The programme may be taken on a full-time or part-time basis and, because of its structure, will allow students to prepare for the RICS Assessment of Professional Competence (APC) in parallel with their studies.

## Core modules

### Level 2

UBLL7G-20-2: Building Defects and Property Surveys (20)

UBLL7Y-20-2: Property & Construction Law (20)

UBLL7P-20-2: Property Development Economics (20)

### 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)

UBLM8D-15-M: Refurbishment Project Management B (15)

## Optional modules

Students must take one of the following four groups of modules making up 30 credits of options:

Facilities Management  
Conservation and Urban Design  
Real Estate  
Construction Project Management

Students studying the Facilities Management option take the following two 15 credit modules:

UBLM88-15-M: Estates and Strategic Management (15)

UBLM89-15-M: Facilities and Space Management (15)

Students studying the Conservation and Urban Design option take the following two 15 credit modules

UBPM9C-15-M: Design in Sensitive Urban Areas (15)

UBPM9D-15-M: Planning and Design Quality (15)

Students studying the Real Estate option take the following two 15 credit modules:

UBLM9A-15-M: Real Estate Appraisal and Valuation (15)

UBLM8A-15-M: Strategic Estate Management and Property Law (15)

Students studying the Construction Project Management option take the following two 15 credit modules:

UBCM79-15-M: Construction Project Management Practice B (15)

UBCM7A-15-M: Construction Project Management Principles (15)

## Target Award

### Graduate Diploma Building Surveying

180 credits, comprising the core and optional modules listed

### Default Award

### Graduate Diploma Building Surveying Studies

### Interim Awards

Graduate Certificate Building Surveying

60 credits at level 1 or above of which 40 must be at level 3 or above.



## Section 5: Entry requirements

Applicants normally will have obtained at least a 2:2 bachelor's degree from a recognised institution.

The RICS has confirmed that it will permit graduates from cognate programmes such as Construction Management, Quantity Surveying and related programmes in the built environment, to receive AL for up to 60 credits at level 2.

The RICS has also confirmed that it will permit graduates from non accredited programmes in building surveying to receive AL for up to 60 credits at level 2, or to undertake the final year of an accredited undergraduate programme.

Pre Enrolment Learning Programme (PEL)

In addition to the above, applicants will be required to demonstrate competency in the areas of study set out below:

Domestic building construction  
The fundamentals of English Law  
Materials science  
Environmental science  
Economics

It is recognised that applicants without prior knowledge of these fundamental areas may have difficulty in assimilating the level 2 material, hence a package of study will be required in all subjects where competency cannot be demonstrated.

Staff support will be available and a one-day preparatory workshop will be held to prepare applicants for a Viva, which, together with a submitted portfolio of answers to set questions will form the assessment for admission to 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 120 credits at levels 2 and 3 students will be taught alongside undergraduate students studying the same modules. For level M modules Graduate Diploma students study with MA/MSc students.

### 3. Open learning to support M level learning

The M level stage is by 'open learning', which involves attendance for short blocks with support material for independent study. 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.

### 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 will act as personal tutor to the student cohort. The programme leader will be assisted by student advisers at both undergraduate and postgraduate levels who will be the first point of contact with the student.

The faculty offers a range of learning support material and staff dedicated to student support, at all levels. Maths, English and IT support is available to students.

Where Graduate Diploma students are taught alongside full-time and part-time undergraduate students they will be allocated separate tutorial groups in order to reinforce group distinctiveness.

Module leaders and the programme leader will provide support at a distance via module websites. The library electronic database and electronic journals are available to students working from home.

The programme team will provide follow-up support to the PEL programme by recommending and monitoring appropriate additional study is undertaken.

## 7. Site Visits and Field Courses

Students will be taught alongside level 2 and level 3 undergraduate and level M postgraduate students, and will participate in the site visits and field courses applicable to the modules being studied.

## 8. Experiential Learning

Following successful completion of the level 2 and 3 modules it is expected that students will be employed in a building surveying capacity during the final phase of the programme, when they will undertake level M modules alongside other postgraduate students. The period of employment will also assist in the consolidation of taught subjects, and allow 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.

Where a student has been unable to obtain a suitable building surveying position by their own endeavours, the programme team will provide assistance.

## 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.

Students following the full time routeway are expected to participate in the Fostering Scheme, established with a core of local building surveying employers, whereby students spend a short period of time shadowing members of staff and learning the practical aspects of the profession. This is seen as an integral and essential part of the level 2 and 3 programme.

## **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.

There is no subject benchmark group within QAA, which has given consideration explicitly to the Graduate Diploma level, straddling, as it does, undergraduate and postgraduate levels.

### 2. RICS guidelines

The programme team has referred to two documents published by the RICS in the design of this programme:

An Education and Training Framework for Chartered Building Surveyors Mole 1997

The APC Candidates' and Employers' Guide

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, and approached the Faculty to encourage the provision of an appropriate conversion course, hence the proposal to establish the programme is, itself, a response to a regional requirement. This expression of need influenced the content and timing of the course.

(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, through 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 will come 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. It is the intention that open learning delivery of M level material will make 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.