



**ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>		
<b>Awarding Institution</b>	<b>UWE</b>	
<b>Teaching Institution</b>	<b>UWE</b>	
<b>Delivery Location</b>	<b>Frenchay Campus</b>	
<b>Faculty responsible for programme</b>	<b>Faculty of Environment and Technology.</b>	
<b>Department responsible for programme</b>	<b>Construction and Property</b>	
<b>Modular Scheme Title</b>	<b>Postgraduate Modular Scheme</b>	
<b>Professional Statutory or Regulatory Body Links</b>	<b>Royal Institution of Chartered Surveyors (RICS)</b>	
<b>Highest Award Title</b>	<b>Graduate Diploma Building Surveying</b>	
<b>Default Award Title</b>		
<b>Fall-back Award Title</b>		
<b>Interim Award Titles</b>	<b>Graduate Certificate Building Surveying</b>	
<b>UWE Progression Route</b>		
<b>Mode(s) of Delivery</b>	FT / PT	
<b>Codes</b>	<b>UCAS: n/a</b>	<b>JACS:</b>
	<b>ISIS2: K23012</b>	<b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>		
<b>CAP Approval Date</b>	22/05/2013 v1, 4 June 2015 v1.1; 4 Feb 2016 v1.2; 30 May 2017 v2	
<b>Valid from</b>	September 2017	
<b>Valid until Date</b>		
<b>Version</b>	2	

**Part 2: Educational Aims of the Programme**

The Graduate Diploma Building Surveying programme 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



that shape commercial activity									
2. To demonstrate an understanding of legal principles and practice and their application to construction and property law.	X	X			X	X	X	X	
3. To apply the fundamental principles and concepts of design to a range of building types.	X			X			X		
4. To apply survey methodology and evaluate data for use in the preparation of repair and refurbishment schemes for a range of building types.	X	X	X				X	X	
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.				X				X	
6. To apply Information Systems to the design, construction, evaluation, and management buildings.	X						X	X	X
<b>(B) Intellectual Skills</b>									
1. Critically to examine evidence gained from an evaluation of an existing building or design.	X	X	X			X	X	X	
2. To develop creative and well-founded solutions to address a client brief.	X	X	X			X	X	X	
3. To initiate and execute research and subsequent analysis and interpretation of the findings.				X			X	X	
4. To identify and integrate information sources including the interpretation, analysis and communication of qualitative and quantitative data.				X			X	X	X
5. To bring a broad and ethically-informed perspective to bear on issues related to the building surveying profession.		X	X			X	X	X	
6. To handle complexity						X	X	X	X
<b>(C) Subject/Professional/Practical Skills</b>									
1. To create, analyse, and use graphical representations, including the use of computer-assisted technologies. Undertake measured and site surveys.	X	X	X	X			X		
2. To develop safe systems of work that protect the environment, and health and safety of relevant stakeholders.	X						X		
3. To demonstrate powers of observation and perception, and a methodical approach to the recording of data.	X	X	X			X			
4. To evaluate individual properties and estates with a view to repair or refurbishment. Implement appropriate improvement schemes.	X	X	X				X	X	
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.	X	X	X	X			X	X	
6. To recognise the limits of their skills, and work with, or employ, other professionals or specialist consultants.	X	X					X	X	
<b>(D) Transferable skills and other attributes</b>									
1. To communicate effectively.	X	X	X	X	X	X	X	X	X
2. To apply appropriate IT techniques and manage information.				X			X		X
3. To demonstrate an ability to analyse complex situations and to provide well-considered solutions.	X	X	X	X	X	X	X	X	X
4. To work independently, or in a cognate or multi disciplinary team	X	X	X	X	X	X	X	X	
5. To respect and understand other peoples' perspectives.	X	X	X	X	X	X	X	X	
6. To work effectively with others in a range of contexts and with a broad awareness of equal opportunities issues.	X	X	X	X	X	X	X	X	

#### Part 4: Student Learning and Student Support

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

## Part 4: Student Learning and Student Support

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 60 Credits at level 2, 60 credits at level 3, and 60 Credits at level M.

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

### Description of any Distinctive Features

#### 1 Enhancing skills

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.

#### 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.

#### **Part 4: Student Learning and Student Support**

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. Where possible the library electronic databases 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 desirable 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.

##### **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.

#### **Part 5: Assessment**

Approved to [University Regulations and Procedures](#)

##### **Assessment Strategy**

The Assessment strategy enables the learning outcomes to be achieved and demonstrated.

The Assessment Map demonstrates the different methods by which the students understanding is assessed.

Part 6: Programme Structure

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

<b>ENTRY</b>			
<b>Year 1</b>	Compulsory Modules	Optional Modules	Interim Awards
	UBLMYT-30-2 Residential refurbishment	None	<b>Graduate Certificate Building Surveying</b>  60 credits at level 1 or above, of which at least 40 credits must be at level 3 or above
	UBLMTS-15-2 Building Surveys and Professional Consultancy		
	UBLMQS-15-2 Analysis of Building Defects		
	UBLMNL-30-3 Commercial Development		<b>Graduate Diploma Building Surveying Studies</b>  120 credits, comprising 60 credits at Level 2 and 60 credits at Level 3 or above
	UBLMQL-15-3 Procurement & Contract Law		
	UBLMXB-15-3 Conserving buildings and places		
	UBLMET-30-M Integrating Project		
<b>Year 2</b>	Compulsory Modules	Optional Modules	Interim Awards
	UBLM88-15-M Estates and Strategic Management		Highest award  <b>Graduate Diploma Building Surveying</b>
	UBLMMK-15-M BIM in Operations and Maintenance		180 credits with not less than 60 at level M
<b>GRADUATION</b>			

**Part time:**

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

<b>ENTRY</b>				
	Year 1	Compulsory Modules	Optional Modules	Interim Awards
	Year 1	UBLMYT-30-2 Residential refurbishment	None	
		UBLMTS-15-2 Building Surveys and Professional Consultancy		
		UBLMQS-15-2 Analysis of Building Defects		
	Year 2	Compulsory Modules	Optional Modules	Interim Awards
	Year 2	UBLMNL-30-3 Commercial Development	None	<b>Graduate Certificate Building Surveying</b>  60 credits at level 1 or above, of which at least 40 credits must be at level 3 or above  <b>Graduate Diploma Building Surveying Studies</b>  120 credits, comprising 60 credits at Level 2 and 60 credits at Level 3 or above
		UBLMQL-15-3 Procurement & Contract Law		
		UBLMXB-15-3 Conserving buildings and places		
		UBLMET-30-M Integrating Project		
	Year 3	Compulsory Modules	Optional Modules	Interim Awards
	Year 3	UBLM88-15-M Estates and Strategic Management		Highest award  <b>Graduate Diploma in Building Surveying</b>  180 credits with not less than 60 at level M
		UBLMMK-15-M BIM in Operations and Maintenance		

**GRADUATION****Part 7: Entry Requirements**

The University's Standard Entry Requirements apply with the following additions: Applicants normally will have obtained at least a 2:2 bachelor's degree from a recognised institution.

**Pre Enrolment Learning Programme (PEL)**

In addition to the above entry requirements, applicants will normally be required to demonstrate competency in the areas of study set out below prior to registering for the Graduate Diploma:

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

## Part 7: Entry Requirements

- Economics

Successful completion of the UWE PEL module meets these criteria and will in most cases be the preferred method of achieving this.

## Part 8: Reference Points and 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.

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](#).



**FOR OFFICE USE ONLY**

First CAP Approval Date	22/05/2013			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>	4 June 2015	Version	1.1	
	4 Feb 2016		1.2	
	30 May 2017		2	Link to <a href="#">MIA</a> (ID 4192)
Next Periodic Curriculum Review due date	2019			
Date of last Periodic Curriculum Review				