**BIRMINGHAM CITY**
University

# Bsc (Hons) Building Surveying (Top Up)

# CEBE

# School of Engineering and Built Environment

# Centre of Integrated Design & Construction

**BIRMINGHAM CITY** University

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## Programme Philosophy

The BSc (Hons) Building Surveying degree is founded on the core competencies of the profession, preparing our graduates to embark on their Royal Institution of Chartered Surveyors assessment of professional competence journey to full professional chartership. Our programme matches the needs of industry through innovation to real life building practice, building pathology, construction technology, and the legal framework for industry, risk management and building surveying practice.

The course not only encompasses the conservation, repurposing and adaption of the existing built environment but also embraces the innovations of the future, preparing you to contribute to securing the success of the profession and supporting the development of a sustainable society for the 21st Century and beyond.

This new programme has been designed following evidence drawn retrospectively through feedback forums with final year students and discussions with employers, and in light of guidance from the Royal Institution of Chartered Surveyors competencies and communication with them directly. New modules have been designed to be innovative and relevant, specifically to reflect the changes in industry (BIM as an example). The programme focuses on both current built environment settings and the innovation and future digital developments which are either being used within the built environment now, or are being developed for future generations of built environment professionals.

To bind our school ethos directly into our practice and to reflect real world practice, the first two levels, across the majority of modules, are shared either with whole school or with particular disciplines. This is to embed the multidisciplinary model, which will give you the opportunity to work with disciplines on projects as you would when working within industry. This will give you the opportunity to develop your knowledge broadly but also in a discipline-specific context – by this cross-sharing of skills and disciplines, you will already have subject specific knowledge relevant to your own profession but will also be able to fit into a broader working environment in the built environment with ease.

The Building Surveying programme will continue to have a strong alignment with the Architectural Technology programme. This has been a relationship which has grown over many years and it has worked well. The similarities – up to Level Six – for both disciplines provide an excellent grounding for both disciplines to also learn from each other. At Level Six, the disciplines split into very specific core differences, but these have been built on the secure grounding of the earlier Levels.

The programme equips you with the knowledge, skills and tools to start understanding and fitting the disparate pieces of the built and natural environment jigsaw together; understanding the ways in which policy and decisions are made regarding all aspects of the built environment relevant to the building surveying profession.

To engage and encourage the innovation which is a key theme for our programme we use real life assignments and learning within which the **flipped curriculum** rationale is championed. The course design and delivery uses expertise across our sustainability, real estate and planning teams and external experts in planning research and practice to address key challenges and opportunities across the built (including historic) environments.

## Programme Aims

The programme aims to provide you with the opportunity to explore the built environment whilst discovering the specific role and qualities of the practice of a building surveyor. You will investigate interaction between the built environment, the building team, industry and the environment to expand your understanding of the range of professional career destinations offered in a global context, leading to a clear vision of their personal ambitions.

Using conceptual strategies you will give focus to ideas, analyse design problems, conceive design solutions and justify your creative decisions. You will reflect on the relationships between your personal objectives, cultural values, prototyping and material techniques and new technologies, all within a built environment and surveying context.

The following table shows how the programme's learning outcomes are aligned to the BCU Academic Plan aims.

| | |
|---|---|
| 1. Pursuing Excellence | You will have demonstrated the attitudes and abilities of confident problem solvers in your chosen discipline. |
| 2. Practice-led, knowledge-applied | You will have demonstrated the development of a broad range of subject specific and transferable skills. |
| 3. Interdisciplinary | You will have demonstrated the ability to understand the importance of developing a range of skills associated with cooperation and collaboration when working across disciplines. |
| 4. Employability-driven | You will have demonstrated the ability to self-evaluate your role and in attributed needed when becoming work ready. The programme will enable you to secure RICS accreditation to start the APC process. |
| 5. Internationalisation | You will have demonstrated a consideration of the wider aspects and global impact of your discipline. |

## Programme Learning Outcomes

The following table shows how the programme's learning outcomes are also aligned to these themes.

| Outcomes/Aims | Pursuing Excellence | Practice Led Knowledge Applied | Interdisciplinary | Employability Driven | Internationalisation |
|---|---|---|---|---|---|
| **1.  Knowledge & Understanding** | | | | | |
| 1.1  Construction materials and technology relating to a wide range of building and civil engineering projects with appropriate regard for accessibility, health and safety and environmental responsibility. | | X | | X | X |
| 1.2   Information and communication technology including the use the use of standard software, and a range of industry specific software. | X | X | X | X | |
| 1.3   The English legal system.  The broad range of legislative, common and contract law, health and safety, accessibility and environmental responsibility. | | X | X | X | |
| 1.4 Operating in a professional and business environment.  Including the various local, national and international agenda that impact and have impacted on that; management and professional theories; relationship management and business skills; and requirements and benefits of effective information production. | X | X | X | X | X |
| **2.  Cognitive & Intellectual Skills** | | | | | |
| 2.1   Analyse, critically evaluate and produce a sophisticated synthesis of economic technical and legal principles and concepts, exposing the weaknesses of solutions and presenting a reasoned best choice. | | X | X | X | X |
| 2.2   Apply economic, technical, legal and other knowledge theories and concepts to a diverse range of practical issues and problems, making critical judgements about differing approaches to solving for those issues and problems. | X | X | | | |
| 2.3   Transfer learning study skills to new fields of the programme discipline. | X | X | X | X | X |
| 2.4   Use proficiently information and materials from a variety of sources. | | X | X | X | |
| **3. Practical & Professional Skills** | | | | | |
| 3.1   Act independently in constructing own learning models, plan and undertake tasks including working to deadlines and accept responsibility for own learning decisions, and reflect on and appraise learning needs and adopt appropriate learning strategies. | X | | X | X | |
| 3.2   Apply, with guidance, speculation and exploration, effective and appropriate methodologies to a major active learning project using primary and secondary paper and electronic sources. | X | X | | X | |

| | | | | |
|---|:---:|:---:|:---:|:---:|
| 3.3  Identify accurately and proficiently the issues which require research, and draw independent conclusions based on rigorous, analytical and critical assessment of argument, opinion and data. | X | X | | X |
| 3.4  Collect relevant information, assimilate knowledge, marshal a coherent and rational argument and relate theory to practice. | | X | | X |
| **4. Key Transferable Skills** | | | | |
| 4.1  Understand and use with expertise and precision, both orally and in writing, the English language in relation to issues within construction and property.  Being able to effectively communicate ideas and concepts to a range of people in oral, graphical and written formats as appropriate. | X | X | X | X |
| 4.2  Engage with and manage own learning experience.  Show self-awareness and confidence in managing ones self, workload and time; be self-reliant, reflective, and constructively self-critical; and work with and relate well to others. | X | | X | X |
| 4.3  Engage with own learning pathway to enhance career opportunities and begin to plan own career path. | | X | X | X |
| 4.4  Access, manage and make appropriate use of relevant information using appropriate Information and Communication Technology to locate, manage and manipulate, and present that information. | X | | X | X |

## Programme Learning, Teaching & Assessment Strategy

This section explains the learning and teaching approaches, activities and experiences that your programme will offer, the range of assessments and types of feedback and feedforward you will encounter, and explain how these will support your continuous learning throughout the programme, and explain the expectations we have of you in this learning partnership.

This programme is fully accredited by both CIAT (Chartered Institute of Architectural Technologists), RICS (Royal Institution of Chartered Surveyors) and CIOB (Chartered Institute of Building).  It is delivered in both full-time and part-time modes. The structure of the course, the modules, levels and credit values are shown in the table below.

| | | | | | | |
|:---:|:---:|:---:|:---:|:---:|:---:|:---:|
| **Level 4** | Integrated Digital Design – Residential<br><br>AT BS CM PDP & QS<br><br>(20 Credits) | Built Environment Technology 1<br><br>Whole School<br><br>(20 Credits) | Professional Environmental & Materials Science<br><br>Whole School<br><br>(20 Credits) | Introduction to the Built Environment<br><br>Whole School<br><br>(20 Credits) | Law<br><br>Whole School<br><br>(20 Credits) | Design & Surveying Skills<br><br>AT & BS<br><br>(20 Credits) |
| **Level 5** | Integrated Digital Design – Commercial | Built Environment Technology 2 | Design Practice<br><br>AT & BS | BIM & Facilities Management | Building Pathology<br><br>BS, PDP, RE | Advanced Design and Surveying Skills |

| | AT & BS (20 Credits) | AT & BS (20 Credits) | (20 Credits) | AT & BS (20 Credits) | (20 Credits) | AT & BS (20 Credits) |
|---|---|---|---|---|---|---|
| **Level 6** | Commercial Building Pathology and Surveying BS (20 Credits) | Professionalism & Citizenship BS AT & (20 Credits) | Urban Design Practice in Context AT BS & PDP (20 Credits) | Individual Honours Project Whole School (40 Credits) | | Building Surveying Professional Services BS (20 Credits) |

## Programme Learning, Teaching & Assessment Strategy

The programme philosophy embraces the substance and process of building surveying and the values, knowledge and skills required to enable you to have a successful and fulfilling career within this area. This is delivered by the way it is taught, and the particular knowledge, skills, attitudes and values you are expected to take away with you. It is geared towards promoting employability, the development of transferable skills, and the capacity for critical reflection.

This section explains the learning and teaching approaches, activities and experiences that your programme will offer, the range of assessments and types of feedback and feed-forward you will encounter, and explain how these will support your continuous learning throughout the programme, and explain the expectations we have of you in this learning partnership.

### Learning, Teaching & Assessment

The overall teaching, learning and assessment strategy of the course is that the you will be at the centre of learning and teaching, with a particular focus on you as a reflective learner and the development of professional skills and applied research. To achieve this and to ensure that you are exposed to a wide range of learning and teaching methods, the course team will use lectures, seminars, workshops, action learning sets, group work, problem based activities, guest speakers, on-line learning via Moodle, site visits, study trips and discussion forums. Our teaching is very interactive, and you are encouraged to share your experience and opinions with your peers. Critical thinking is vital in the later stages of the course and you are required to develop your own conclusions based on solid evidences and logical analysis.

At the outset it is important to stress that you are encouraged to take responsibility for your own learning, through a clearly focused modules which are delivered in a 'flipped learning' method. The resources available to you include; well-considered teaching material, knowledgeable staff and a wealth of specialist equipment, but you will also learn from each other through group activity, collaboration and peer support. This will develop lifelong connections, networks and encourage each other's learning.

Staff contact and group work will enable the free exchange of knowledge and experience through discussion and practical exercises. Alongside a staff team of professional built environment disciplines, you will also engage with professional practitioners who arevisiting lecturers, study visits and other live-projects. Practice-led, knowledge-based learning enables key skill based competencies to be individually developed, building in complexity throughout the duration of the course. You will then apply these skills to the development of your own self-directed and self-motivated design project, which will allow you to explore and appreciate the potential of your own research abilities and your emerging knowledge and understanding in a professional context. You are supported to work individually, and in group settings, to develop interpersonal communication and collaborative skills; whilst continuing reflective practice helps develop self-confidence and the responsible and methodical approaches required by the industry.

Although this programme is module based, each module forms part of one of the programme themes. This ensures that module design and associated teaching and assessments link together in progressive subject development.

Various assessment methods will be used in this programme to address the different needs of individual modules, including exam, portfolio and individual/group presentation.  Written and/or oral feedback and feedforward will be provided through Moodle, email, and group/1-2-1 tutorial.  A personal tutor will be assigned to each student for tailored support.  Various other support mechanisms exist at the university, faculty, school and programme levels (e.g. BCU library, student support tutor, Centre for Academic Success, ASK and Graduate+).

Formative learning and feedback to move you forward will be given frequently in verbal and written form, via self & peer evaluation, one to one tutorial support and group work with staff. Summative assessments will be given in response to the completion of module briefs, written and practical tasks. The assessment criteria for each module are specified in the module profile. Formative and summative assessment methods allow for critical reflection and support your personal direction, progress, attainment and the achievement of intended career objectives.

**The wider context**

The programme sits within a Faculty and University that embrace practice-facing education. Accordingly, the student learning experience seeks to shape highly competent professionals, who can continue to develop not only themselves but also their broader sector. Practice and research-informed learning, teaching and assessment strategies emphasise problem solving, team working and wider appreciation as key, with functional and procedural knowledge framed within this broader context.

In particular, the School encourages:
- problem-based enquiry and learning using the environment as an integrative setting;
- the demonstration of key competencies within a professional, vocational context driven by engagement with practice;
- preparation for a future in which the ability to think and change will be key skills.

The teaching and learning strategy also contributes to the School's distinctive educational philosophy. Broadly speaking the teaching strategy moves from staff-led during the early stages of the programmes to student-led towards the end. While the teaching and assessment strategies for the programmes as a whole broadly reflect the philosophy outlined above, each module co-ordinator has a degree of discretion over how best to teach and assess the material for which they are responsible, within this overall framework.  The overall strategy is designed to facilitate independent learning and critical reflection, with the emphasis on interactive teaching.

# The Whole Experience

We recognise that there are key aspects to every programme that need to be addressed to ensure we are inclusive, holistic and open about how your programme fits into your wider university experience and your ambitions for your future – below are Statements of Intent to explain how you will experience these critical learning themes. Each section offers a brief explanation of the theme, why it is important, and how your programme addresses these.

## 1. Widening Participation

Higher education has a vital role in improving social mobility and Birmingham City University's Strategic Plan highlights the importance of our responsibilities in regards to supporting economic, social and cultural improvement in the city region. We are committed to providing access, retention and progression for students from disadvantaged backgrounds and underrepresented groups. We do this by forging strong relationships with local colleges and schools, providing defined and clear progression routes to facilitate lifelong learning. The Schools and Colleges Liaison team plays an important role here in ensuring that talented students are attracted to the right programmes, regardless of their background.  They work proactively with schools and colleges to provide master classes and campus visits. In the Faculty, our open days provide plenty of encouragement for applicants from all backgrounds to access the University and we also go to great efforts to support students during their time at BCU. All students are allocated a personal tutor and students can access a range of additional support through ASK, the University's integrated and confidential student enquiry service. Essentially, ASK is a one-stop-shop for student queries, linking students with advice on health and wellbeing, careers, finances, visas, and student records.

## 2. Inclusivity

We make every effort to ensure that Birmingham City University is an inclusive environment, where explicit consideration is given to the full diversity of our students. We provide an environment which is compliant with the requirements of the Equality Act (2010). Our curriculum is designed to ensure that all students succeed to their potential, regardless of any protected characteristics (disability, sexuality, religion, gender and/or other socio-cultural identities). Most importantly, we recognise that diversity leads to a richer learning experience for all.

Extra-curricular activity is strongly encouraged as it helps you to take further 'ownership' of your experience.

## 3. Information & Digital Literacy

As a student, you are expected to have high levels of digital and information literacy both at University and outside; it is an essential 'life skill' to be able to access, process and assimilate information in the broadest sense. The ability to articulate that information and to construct new understanding is also critical to graduate success. Through your programme, you are encouraged to recognise different types of information and resources, to develop your ability to question the validity of that information or resource, and to recognise the importance of both print and online resources to facilitate development of your own knowledge.

Being able to feel confident, informed and discerning in the use of digital information and technologies is important, whether it is the effective sourcing of research material, technical skills development for creative practice such as presentations, or simply managing information and systems appropriate to your study needs. Students undertaking a technology based degree are also expected to actively explore and evaluate new and emerging technologies as part of their studies and professional development.

The programme will develop and support you in a number of ways:

- Library induction to access online books, journals and articles and general research material.
- IT induction to managing your Birmingham City University iCity account, including print, library and equipment loans, emails and access to Student Services.
- Moodle as a digital location of module specific information, lecture presentations, 'how-to' videos, information and news updates and submission upload.
- Social media platforms for example the effective use of Facebook and Twitter.
- Access to specialist surveying equipment in the school.
- Access to bookable laptops.
- Optional and core technical skills sessions throughout the course.

## 4. Sustainability & Global Citizenship

Birmingham City University is committed to integrating sustainability into the curriculum. The notion that we should all seek to find ways to support reduce waste, increase recycling, and lower levels of environmental impact will be familiar, but this is a narrow view of sustainability. Our curriculum also considers sustainability in terms of its connection with Global Citizenship. The United Nations define Global Citizenship in education as; 'enabling students to develop the attributes, behaviours and skills needed to work and live in a way that safeguards ecological, social and economic wellbeing, both in the present and for future generations'. We encourage our students to live and work more sustainably whilst recognising the impact that their decisions, and actions, have on the local, national and global communities to which they belong. We have made a commitment as an institution to create graduates with a global outlook (Graduate Attributes) and each of our programmes will now include an internationalised programme aim - the inclusion of sustainability within that is a logical connection. The Faculty and Programme demonstrates internationalisation by:

- Using cultural and international experiences or knowledge as a learning resource
- Encouraging intercultural experiences, partnerships and collaborations
- Embedding and debating global exemplars and perspectives in the curriculum
- Providing and promoting a range of accessible opportunities for the international and intercultural learning
- Facilitating ongoing intercultural and international dialogue and partnerships
- Proactively developing inclusive learning outcomes, practices, skills, and/or attitudes appropriate for diverse societies, culture and individuals.
- Adapting the content, language pace and modes of delivery and assessment to the learning context and the diversity of learners
- Using flexible and inclusive approaches that appreciate and respect individual differences in knowledge, education and culture.

## 5. Student Engagement

Birmingham City University is known across the sector for its commitment and approach to Student Engagement, which aligns with Aim 5 of the University's Strategic Plan '*we will become recognised as the sector leader for student engagement*'. We are committed to the notion that your full participation in all aspects of University life facilitates a more coherent, active and vibrant learning community, which increases your sense of ownership of your learning experience (both at programme and institutional level) which in simple terms, leads to better student satisfaction levels. For example, there are significant opportunities for you to participate in OpportUNIty student engagement initiatives, which operate through a partnership between the University and Students' Union. The aim is to enable

students to work as co-designers and collaborators with staff on projects that strengthen the development of the University learning community and enhance the student experience; offering support for Student Academic Partner (SAP) projects and for initiatives around Student Academic Mentoring (StAMP). Our Student Engagement Policy gives further insights to the University's expectation of what engagement should like and feel like for students at both undergraduate and postgraduate level.

## 6. Partnership Engagement

Engagement with partners is a key BCU priority which features strongly in BCU's 2020 Strategic Plan. Our partners are students, the wider educational community, and external stakeholders such as employers and cultural/social organisations. Our students are our most important partners and we try to involve students in every level of decision making within the University. We are committed to building on the strong partnerships with education providers in the city and region and try to be pro-active in developing relationships with our local schools and colleges. Employers are particularly valued partners, advising us on our curriculum developments, providing work experience opportunities for you and contributing to your learning and teaching activities. Our overseas partnerships often result in opportunities for you to mix with students from different countries and to gain different perspectives, as well as opportunities to undertake a period of study overseas.

## 7. Induction & Transition

Coming to University for the first time is exciting but it is also very different from attending school or college. We know that some students struggle to adjust to the freedom and independence of University education but our induction programmes help you to adapt to the different experiences you will have.

In the first few weeks all new and enrolled students are involved in a defined induction programme involving a general welcome and introduction to the University and Faculty, but more specifically to the course and your years of study. In order to familiarise you with the way things operate within the university and resources the resources that are available to you, you will have induction presentations from Library Services, IT, ASK and the Students Union. You will have access to digital and hard copies of the Student Course Guide, which helps you to identify staff, room location, module and course content, delivery, assessment criteria, resources and student Top Tips for success; this remains of value throughout course progression. Importantly, you have access to each other and to students from the years above; each year videos are uploaded to Moodle giving student advice and guidance 'Do's and Don'ts' to all incoming and returning students.

## 8. Progression & Retention

We want all students to succeed to the best of their ability – for you to stay at BCU and to progress through the different stages of your programme. We try to provide the best learning and assessment experiences we can to help you achieve this. Your education is a partnership. We can provide you with learning materials, guidance and stimuli, but you won't succeed unless you engage with the University and take full advantage of everything it has to offer. For this reason, we do monitor your attendance and try to help if we notice you are not attending regularly.

## 9. Support & Personal Tutoring

Every student has a personal tutor. Your personal tutor is there to monitor your personal and academic welfare. They provide independent support and can discuss any issues that may that are of concern to you. They will see you at the beginning of each semester and at the end of the year and

will make a record of your progress. This supporting role is in addition to the further occasions you may see the course director, module tutor and class tutor, all of whom are similarly engaged in your personal and academic development.

Every School also has a Student Success Adviser, who is a recent graduate with experience of being a Birmingham City University student. If you are having any problems, they can advise you from their own perspective, for example, strategies for managing workloads, dealing with stress and avoiding missing deadlines.

The University as a whole offers a further structured support through the Centre for Academic Success, Careers, Child Care, Finance/Money Matters, Health and Mindfulness, Visas and Immigration, and Student Mentoring. All of these services can be accessed direct or via our 'one stop shop', ASK.

## 10. Personal Development Planning

Personal development planning will help you in achieving your education and career aspirations. The programme is designed to help you realise these aspirations by setting clear learning outcomes, which you will complete in a step by step process, resulting in a gradual development of your academic and clinical skills.

## 11. Employability (incl. Birmingham City University Graduate Attributes)

Birmingham City University programmes aim to provide graduates with a set of attributes which prepare them for their future careers. The BCU Graduate:

- is professional and work ready
- is a creative problem solver
- is enterprising
- has a global outlook

The University has introduced the Birmingham City University Graduate+ programme, which is an extra-curricular awards framework that is designed to augment the subject based skills that you develop through your programme with broader employability skills and techniques that will enhance your employment options when you leave university. The key components of the programme are:

- A personalised approach for each student;
- Each student to complete a range of activities and build Continuing Professional Development points towards completion of the award. Recognised activities will include cross-university opportunities, careers development, 'employability' activities delivered within Faculties, part-time work experience, volunteering and community action.
- All elements will be clearly linked to the University's new graduate attributes.
- Each student on the programme will be required to create a portfolio website.
- Students will be required to develop skills in CV writing, statement writing and presentations of their work.
- Students will be able to work effectively in both individual and collaborative work environments.
- Careers Services work closely with students to give advice and guidance.

At course completion, there is a high level of interest for further study. This relates to the need to continue to research and practice, as a core activity, but also recognises statistical evidence that says that in 2014 the Department of Business, Innovation and Skills noted that someone with a Master's

degree earns on average £9,000 more per year than someone with a degree qualification, which, when coupled with the UK Commission for Employment and Skills (2014) observation that 1 in 7 jobs will require a postgraduate qualification by 2022, the importance of postgraduate study to employability is increasingly significant.

**BIRMINGHAM CITY University**

| Level 6 Modules | Commercial Building Pathology and Surveying | Professionalism & Citizenship | Urban Design Practice in Context | Individual Honours Project | Building Surveying Professional Skills |
|---|---|---|---|---|---|
| Credit level (ECTS value) | 20 (10) | 20 (10) | 20 (10) | 40 (20) | 20 (10) |
| Study Time (%) S/DI/PL | 18/82/00 | 18/82/00 | 18/82/00 | 18/82/00 | 18/82/00 |
| Assessment method | Portfolio | Portfolio | Portfolio | Portfolio | Portfolio |
| Assessment scope | Equivalent to 3000 words | Equivalent to 3000 words | Equivalent to 3000 words | Equivalent to 10000 words | Equivalent to 3000 words |
| Assessment week | TBA | TBA | TBA | TBA | TBA |
| Feedback scope | No later than 20 days after submission | No later than 20 days after submission | No later than 20 days after submission | No later than 20 days after submission | No later than 20 days after submission |
| Delivery mode | Flipped | Flipped | Flipped | Flipped | Flipped |
| Learning Outcomes | Appraise and evaluate defects in commercial and industrial buildings | Identify and effectively communicate successful strategies for coping with | Develop robust design-based proposals for a | Plan a research informed project using appropriate | Critically evaluate the skills required to meet the expectations for RICS core |

| | in respect of adaptation, alteration and effective use of a commercial building | difficult contexts, such as vague initial specifications or a rapidly changing environment | development project which seeks to respond to a range of sustainability challenges | literature and / or professional outputs | building surveying and mandatory APC competencies. |
|---|---|---|---|---|---|
| | Critically analyse the use and condition of buildings relating to the legal requirements for occupation and operation of commercial and industrial buildings. | Provide reasoned advice and guidance contributing to a group presentation that demonstrates synthesised appraisal of multi-disciplinary stakeholders' priorities | Critically reflect on the quality of information required for a development project designed to deliver a range of benefits to different user groups | Design an artefact using appropriate techniques and tools | Review and apply relevant legislation applicable to design and construction processes and provide reasoned advice and guidance to others. |
| | Appraise options for undertaking commercial surveys and determine appropriate action | Develop a critical appreciation of consultancy, citizenship and professionalism, and their strategic significance for an organisation's management and development | Formulate independent conclusions based on a rigorous, analytical and critical approach to project requirements | Implement a design to produce an artefact using appropriate techniques | Create and appraise and contractual documentation and initial costings for typical building surveying projects. |
| | Interpret client's instruction and produce | Demonstrate continuing professional development through engagement with the | Professionally communicate design information relating to a variety | Critically evaluate the implementation | Analyse current trends and changes applicable to the Professional Bodies of the Construction Industry and |

| | a professional quality report. | relevant professional body membership routes or requirements | of forms of production and output. | of the artefact and the overall project | Building Surveying Professionals in Particular. |
|---|---|---|---|---|---|
| | | | | Assemble and organise information to successfully communicate the results and findings of the project. | |
| Programme Aim Links | 1☑ 2☑ 3☐ 4☑ 5☑ | 1☑ 2☑ 3☑ 4☑ 5☑ | 1☑ 2☑ 3☑ 4☑ 5☐ | 1☑ 2☑ 3☐ 4☑ 5☑ | 1☑ 2☑ 3☐ 4☑ 5☐ |
| Linked PSRB (if appropriate) | RICS Accreditation | RICS Accreditation | RICS Accreditation | RICS Accreditation | RICS Accreditation |

**Level 6 Programme**

| Entry Requirements and pre-requisites, co-requisites & exclusions | Accreditation of Prior Experience or Learning (APEL) | Study Time Breakdown | | Exit award(s) |
|---|---|---|---|---|
| Successful completion of level 5 learning outcomes.

There are no pre-requisite modules, in line with University requirements.

There are no co-requisites or exclusions associated with this level of study. | Students who wish to APEL should contact the programme lead to discuss their prior experience of learning.

Subject to discussion and appropriateness of the APEL request, the applicant will need to submit an application through the Faculty APEL application process. | **Scheduled** learning and teaching activities

(including time constrained blended or directed tasks, pre-sessional and post-sessional tasks) | 18% | BSc Building Surveying (300 credits) or (BSc (Hons) Building Surveying (360 credits). |
| | | **Guided Independent** learning (including non-time constrained blended tasks & reading and assessment preparation) | 82% | |
| | | **Placement** (including external activity and study abroad) | 0% | |
| | | **Impact of options** (indicate if/how optional choices will have a significant impact) | No option modules. | |

**Additional Information**

*No additional information*