

# PROGRAMME SPECIFICATION

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## Bachelor of Science with Honours in Building Surveying

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>JACS Code</b>	K230
<b>Programme Duration</b>	Part-Time: 5 Years
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	Construction, Property and Surveying (2008)
<b>Programme accredited by</b>	Royal Institution of Chartered Surveyors (RICS) Chartered Association of Building Engineers (CABE)
<b>Description of accreditation</b>	RICS - <a href="http://www.ricscourses.org/Course/#">http://www.ricscourses.org/Course/#</a> Partnership agreement - reviewed annually CABE - <a href="https://www.cbuilt.com/careers/accredited-universities/list-of-accredited-">https://www.cbuilt.com/careers/accredited-universities/list-of-accredited-</a>
<b>Validated target and alternative exit awards</b>	Bachelor of Science with Honours in Building Surveying  Diploma of Higher Education in Building Surveying  Certificate of Higher Education in Building Surveying
<b>Programme Leader</b>	Steven Fowles

## Educational aims of the programme

This programme is for degree apprentice students only.

To provide students with an international, national and local understanding and appreciation of the building surveying discipline. Traditionally, a building surveyor's main area of expertise has been in property refurbishment and conservation, but nowadays they are also involved in building design, management, maintenance, and surveys – the whole life-cycle of a building, in fact. As such, they work with a range of people, from building owners and occupiers to builders, planners, lawyers and service engineers, so not only do they need to be technically competent but practical as well, and capable of giving advice on subjects as diverse as repair diagnosis to building design to legal representation in court.

To provide fundamental knowledge in four key areas: technical knowledge such as building construction, building defects, science and materials; design practice knowledge which covers industry software application and utilisation, refurbishment projects, sustainability projects, building conservation; management knowledge including lifecycle management, asset management, strategic planning, and professional practice; and legal knowledge, including general law, property law, health and safety law.

To provide project tasks that simulate real working practices in a collaborative environment, giving students the knowledge and practical skills to launch a career as a building surveyor.

To provide a well-balanced education which allows the student to achieve his/her full academic potential at first degree level and in doing so to facilitate the development of independent logical thought and judgement.

To enable the student to develop his/her intellectual, analytical and critical abilities in order that he/she might exercise those abilities within the disciplines that constitute Built Environment studies.

To provide the framework within which students can achieve the level of attainment, appropriate to their abilities in the context of the programme of study.

To develop skills to ensure that the holder of the award will operate within a sound Health and Safety framework as provided by the regulatory framework of the industry.

To encourage students to engage with the development of employability skills by completing a self-awareness statement.

To produce a basis for general professional experience and to encourage a consciousness of the professional, business and commercial environment.

## **Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education**

*A student who is eligible for this award will be able to:*

Demonstrate knowledge of the underlying concepts and principles associated with Building Surveying, and an ability to evaluate and interpret these within the context of that area of study

Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of Building Surveying

## **Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education**

*A student who is eligible for this award will be able to:*

Demonstrate knowledge and critical understanding of the well-established principles of Building Surveying, and of the way in which those principles have developed an ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context

Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in Building Surveying

Demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge

## **Target award Learning Outcomes - Bachelor of Science with Honours**

*A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.*

*A student who is eligible for this award will be able to:*

1. Demonstrate knowledge and understanding of the technological, economic, social, environmental and
2. legal framework with regard to Building Surveying
3. Demonstrate knowledge and understanding of the building environment to ensure it is safe and secure, fit
4. for purpose, and legally compliant
5. Have an appreciation for the technology associated with the structure, fabric and materials of buildings
6. and their associated elements

## **Alternative target awards**

*A student who is eligible for the following awards will be able to:*

Diploma of Higher Education in Building Surveying -

Certificate of Higher Education in Building Surveying -

## **Teaching, Learning and Assessment**

*The methods used to enable outcomes to be achieved and demonstrated are as follows:*

Lectures, tutorials, problem solving sessions, seminars, workshops, computer sessions, field work, participation in projects.

Examinations, assignments, preparation of reports, oral presentations, workshops, peer review, computer-based exercises, work placement reports (if applicable).

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## Programme structure - programme rules and modules

Part time students will study the programme over a 5-year period. The programme is designed as follows:

Year 1 - 4200BEUG; 4202BEUG; 4204BEUG; 4205BEUG;

Year 2 - 4201BEUG; 4206BEUG; 4207BEUG;

Year 3 - 5200BEUG; 5201BEUG; 5205BEUG; 5206BEUG

Year 4 - 5202BEUG; 5203BEUG; 5229BEUG; 6203BEUG; 6204BEUG

Year 5 - 6200BEUG; 6230BEUG; 6202BEUG; 6205BEUG

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
6200BEUG RESEARCH PROJECT (30 credits) 6202BEUG REAL ESTATE AND ASSET STRATEGY (20 credits) 6203BEUG PROJECT LIFECYCLE MANAGEMENT (20 credits) 6204BEUG PRODUCTIVE WORKPLACES (20 credits) 6205BEUG PROFESSIONAL PRACTICE (20 credits) 6230BEUG WORK BASED PROJECT 3 (10 credits)		120 core credits at level 6 0 option credits at level 6

Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5200BEUG CONSTRUCTION TECHNOLOGY 2 (20 credits) 5201BEUG PROCUREMENT AND CONTRACTS (20 credits) 5202BEUG PROPERTY LAW (20 credits) 5203BEUG RESEARCH METHODS (10 credits) 5205BEUG ASSET MANAGEMENT (20 credits) 5206BEUG PATHOLOGY AND INSPECTION (20 credits) 5229BEUG WORK BASED PROJECT 2 (10 credits)		120 core credits at level 5 0 option credits at level 5

Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4200BEUG CONSTRUCTION TECHNOLOGY 1 (20 credits) 4201BEUG COLLABORATIVE INTERDISCIPLINARY PROJECT 1 (10 credits) 4202BEUG INTRODUCTION TO LAW (20 credits) 4204BEUG SCIENCE AND MATERIALS (20 credits) 4205BEUG ACADEMIC AND		120 core credits at level 4 0 option credits at level 4

DIGITAL LITERACY (10 credits) 4206BEUG DESIGN AND SPECIFICATION (20 credits) 4207BEUG BUILDING SURVEYING IN PRACTICE (20 credits)		
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## Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.  
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

## Opportunities for work-related learning ( location and nature of activities)

Work-related learning is included within this programme, so students will have the opportunity to engage in real world projects and activities, and apply their own practical experiences. In doing so, students will be able to apply and further develop their knowledge and employability skills in a 'world of work' context.

Having experience of the workplace and current issues is incredibly valuable in developing career aims and when applying for graduate jobs.

Work-related learning may take different forms, the most common being: simulations of workplace activity; and employer-driven case studies.

The programme has active links with industry and involves employers in the industrial projects at each level of the programme. Real world case studies are used wherever possible.

## Criteria for admission

### A/AS Level

112 points: minimum two A2 levels

### BTEC National Diploma

Level 4: 112 UCAS points

### AVCE

112 points: minimum two A2 levels

### Irish Leaving Certificate

Level 4 : 112 UCAS points; minimum 3 subjects at Higher level

### Scottish Higher

Level 4 : 112 UCAS points; minimum 3 subjects at Advanced Higher level

### International Baccalaureate

Level 4: 112 UCAS points

### Access

Level 4: 112 UCAS points

### Higher national diploma

HNC/HND (Non-cognate) Level 4 Entry: Pass

HNC/HND (Cognate) Level 4 Entry: Pass

Level 5 Entry: Pass

### Other

Foundation Degree(Cognate)

Level 4: 240 credits, mean less than 60% at Level 2

Level 5 240 credits, mean 60% or more at Level 2

### Mature entry

Mature students can be awarded entry if the Programme's Admissions Tutor deems them suitable. The definition of a mature student is not age related but is related to experience in the industry.

In exceptional circumstances, candidates with non-standard qualifications, may qualify for entry to the course on the basis of considerable experience deemed appropriate by the Faculty.

### Overseas qualifications

Overseas student applicants must have the equivalent qualifications as UK students. In addition they must have

achieved an IELTS score of at least 6 with at least 5.5 in each component for non UK/EU students

## External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at [www.qaa.ac.uk](http://www.qaa.ac.uk)

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

## Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

## Methods for evaluating and improving the quality and standards of teaching and learning

### Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

### Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

### Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

### External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

**Please note:**

*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, teaching, learning and assessment methods of each module can be found in module and programme guides.*