



<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	Royal Institution of Chartered Surveyors (RICS)	
<b>Reference points:</b>	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<p>This course is intended for cognate surveying graduates who are working, or intending to work, in this area of the construction industry. The Building Surveying course is for those involved in the maintenance, refurbishment, alteration and extension of existing buildings, or in project management and design for public bodies, commercial organisations and professional practice firms.</p> <p>This course is accredited by the Royal Institution of Chartered Surveyors (RICS). By studying a combination of core and optional modules the course provides the skills required by the practising building surveyor and equips students for both the profession and industry.</p>	
<b>Course Aims</b>	<p>The course aims to provide, in support of the University's mission statement, a high quality education that offers opportunities to students with a diverse range of non-cognate educational backgrounds to embark on a career in building surveying in the construction industry.</p> <p>More specifically the MSc Building Surveying aims to:</p> <ol style="list-style-type: none"> <li>1. Provide an intellectually demanding and vocationally relevant learning experience for non-cognate graduates and professionals that is recognised and accredited by the Royal Institution of Chartered Surveyors (RICS).</li> <li>2. Develop a critical understanding of the knowledge, techniques and skills required for professional competence as building surveyors.</li> <li>3. Expose students to current research and practice and develop their ability to synthesise the theoretical and practical aspects of building surveying.</li> <li>4. Develop qualities and transferable skills that are required to exercise initiative, make decisions in complex and unpredictable contexts, embrace change and engage in future study or research and career development.</li> <li>5. Further develop students' research and analytical skills to an advanced level.</li> <li>6. Enable students to develop specialist knowledge of an aspect of building surveying, property or construction through supervised research.</li> </ol>	

<p><b>Course Learning Outcomes</b></p>	<p><b>a) Students will have knowledge and understanding of:</b></p> <p>A1 The construction industry, the main actors, their roles and inter-relationships, construction technology and building services.  A2 The legal system, tort, contract, property and construction law.  A3 Building pathology, diagnosis and remedial treatment for building defects and techniques for surveying buildings.  A4 Management of buildings over their lifecycle.  A5 Alteration and adaptation of buildings.  A6 Specialist knowledge through study of an option module.  A7 Professional practice, professional and ethical responsibilities, best practice in relation to health, safety and welfare and sustainability.</p> <p><b>b) Students will develop their intellectual skills such that they are able to:</b></p> <p>B1 Assemble information and data from a variety of sources and discern and establish connections.  B2 Identify and critically analyse issues with reference to pertinent argument and evidence.  B3 Critically evaluate current theory and practice in relation to problems associated with buildings over their lifecycle.  B4 Appraise complex and unfamiliar problems and apply professional judgement in order to devise solutions and/or recommend appropriate actions.  B5 Select and use appropriate research methods to undertake independent research at postgraduate level.</p> <p><b>c) Students will acquire and develop practical skills such that they are able to:</b></p> <p>C1 Carry out measured, condition and valuation surveys; prepare plans and reports to record information about buildings; use and interpret plans and drawings.  C2 Use appraisal techniques</p> <p><b>d) Students will acquire and develop transferrable skills such that they are able to:</b></p> <p>D1 Effectively communicate complex ideas, information and data by oral, written and visual means in a form appropriate to the intended audience.  D2 Use information and communication technology (ICT) to locate and access opinion, information and data from a wide range of sources and communicate information to others.  D3 Solve problems and make decisions as a member of a team.  D4 Learn effectively and independently.</p>
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**C. Teaching and Learning Strategy**

Acquisition of the above is achieved by a combination of formal lectures, discussion, student-led seminars, tutorials, workshops, directed reading, coursework, case study, project work and supervised research. Guest speakers from industry have a significant involvement in the course, contributing direct experience of current practice and case study material. Existing building projects are used for

project work. Students are expected to take responsibility for their learning within the framework provided by academic staff. Online access to learning material is available via the Blackboard virtual learning environment.

Skills B1 and B2 are addressed in all modules through classroom discussion and coursework and developed by feedback from academic staff. These skills are most explicitly addressed in the Dissertation module. Library and Information Services staff lead workshops on the use of ICT for information gathering and research. B3 is developed by exposing students to relevant research and current practice (where guest lecturers play a key role) and asking them to evaluate both in classroom discussion, seminar presentation and essay writing. B4 is developed through project work, using live projects and case study material. B5 is developed through teaching research methods and by students undertaking and writing up a substantial piece of independent, supervised research for their Masters dissertation. C1 is developed in all the modules but more specifically in the Building Pathology, Building Surveying Project and Property and Asset Management modules. Students learn to appraise the value of a property through workshop activity and use of software in project work in several of the modules in the course.

C2 is developed in the Building Project Surveying and Property & Asset Management modules. D1 Effectively communicate complex ideas, information and data by oral, written and visual means in a form appropriate to the intended audience.

D2 Use information and communication technology (ICT) to locate and access opinion, information and data from a wide range of sources and communicate information to others.

D3 Solve problems and make decisions as a member of a team.

D4 Learn effectively and independently.

#### **D. Assessment**

Assessment involves a combination of unseen and open book examinations, in-course tests, research essays, reports, analytical exercises, use of software applications, seminar presentations, individual and group project work and a 15-20,000-word dissertation. B1 to B3 are assessed through the wide variety of assessment methods already referred to. Assessment of B3 often involves project work that simulates problems that students will encounter in industry, may involve teamwork and often culminates in the submission of a report. B5 is assessed by the preparation of a research proposal and submission of a 15-20,000-word dissertation.

Practical skills are assessed through coursework and project work as well as formal examination. Communication skills are assessed through all means of assessment already mentioned. D2 is assessed in the modules referred to in the previous paragraph. D3 is assessed through its application to coursework and project work. Teamwork is assessed in group project work. D4 is implicitly assessed by all forms of assessment.

#### **E. Academic Regulations**

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

#### **F. Entry Requirements**

In order to be considered for entry to the course applicants will be required to have one of the following qualifications:

- A good Honours degree in Building Surveying (normally an upper second class Honours degree); or
- Corporate membership of a professional institute of comparable standing to the RICS; or
- A qualification regarded as equivalent to the above; or
- A lower-level qualification together with considerable experience may be acceptable.

Those applying for entry on the basis of experience will be asked to submit a record of work experience that has been certified by a partner/director who has supervised the applicant's work and

this record will provide the basis for interview with the Course Director. The duration of work experience will normally be at least 10 years and the work experience must satisfy criteria in relation to relevance, breadth and level of responsibility.

Part-time students will normally be currently employed in a construction- or surveying-related organisation. Applicants must normally be able to show that their employers support their application and that attendance on a regular basis will be possible throughout the duration of the course.

All students are expected to have competency in spoken and written English at a level appropriate for postgraduate study. Applicants for whom English is a foreign language should hold a recognised qualification in English; i.e. British Council IELTS (minimum overall score of 6.5 and minimum of 6.0 in each component) or an equivalent qualification.

### **G. Course structure(s)**

#### **Course overview**

- Upon successful completion of six Level 7 modules, including an option module, leads to the award of Postgraduate Diploma. In order to obtain a Master's degree students must also successfully complete a dissertation.
- Each module of study is a self-contained part of the course and carries a credit value of 20 points. The only exception to this is the dissertation module that carries a credit value of 60 points.
- The course is delivered on a semester pattern, each semester being 15 weeks in duration. Full-time students complete the taught modules of the course in two semesters, normally submitting the dissertation at the end of October following the completion of the second semester of study. Part-time students complete the taught modules of the course in four semesters, normally submitting the dissertation in mid-May following completion of the fourth semester of study.

MSc Building Surveying (Cognate) – **Full time**

Level	Modules	Full-time Semester	Part-time Semester
7	Use and Performance of Buildings	1	3
	Property and Building Law	1	3
	Property and Asset Management	2	2
	Building Pathology	2	2
	Building Surveying Project	2	4
	Option (see table below)	2	4
	Dissertation	2 and 3	4 and 5

#### **Placements information**

### **H. Course Modules**

[Provide information on:

- core and optional modules;
- the circumstances when optional modules may not run; and

- how and when students will be informed if optional modules are changed]

<b>Module Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Semester</b>	<b>Credit value</b>	<b>Assessment</b>
EBB-7-152	<b>Use and Performance of Buildings</b>	7		20	Individual c/w and exam
EBB-7-150	<b>Property and Building Law</b>	7		20	Written assignment and exam
EBB-7-153	<b>Property and Asset Management</b>	7		20	Report and exam
EBB-7-149	<b>Building Pathology</b>	7		20	Individual project
EBB-7-151	<b>Building Surveying Project</b>	7		20	Individual project
EBE-7-148	<b>Dissertation</b>	7		60	Proposal and dissertation
EBB-7-186	Advanced Measurement and Documentation	7		20	Individual tasks and in class test
EBB-7-188	Behavioural Finance	7		20	Individual coursework
EBB-7-	Building Control	7		20	Group presentation and Individual coursework
EBB-7-190	Ecological and Sustainable Domestic Architecture	7		20	Individual coursework
UEL-7-ERM	Environment and Resource Management	7		20	Individual assignment
EBB-7-194	Health and Safety Management in Construction	7		20	Individual assignment
EBB-7-187	History of Architecture and Construction	7		20	Individual assignment
EBB-7-191	International Real Estate and Construction	7		20	Individual and group report and presentation
EBB-7-192	Legal Resolution of Property and Construction Disputes	7		20	Individual and group assignment
EBB-7-195	Building Information Modelling and Collaborative Working	7		20	Individual and group assignment
<b>Core modules in bold</b>					

The Building Pathology, Property and Asset Management and Use and Performance modules develop knowledge and understanding of buildings and their performance, how they deteriorate over time and the techniques that are used to care for and maintain them. The Building Surveying project is used as an integrative module to allow a synthesis of knowledge, skills and application to be developed and applied to real issues. The Property and Building Law module covers those aspects of property and contract law that are relevant to building surveying practice.

Students have the opportunity to develop specialist knowledge by choosing one option module from a rich variety of construction- and property-orientated modules that are available to all postgraduate students.

Students are taught research methods within the Dissertation module. Research undertaken is likely to fall within the fields of study undertaken in the taught modules, although this is not inevitable.

### **I. Timetable information**

[indicate:

Provide as much information as possible,

- when students can expect to receive a confirmed timetable for study commitments; and
- if there is a teaching-free afternoon set aside for e.g. sporting/cultural activities.
- Don't specify a day(s) when teaching will take place if it may be changed.
- Prospective students should be kept informed of any changes.]

### **J. Costs and financial support**

#### **Course related costs**

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

#### **Tuition fees/financial support/accommodation and living costs**

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

### **List of Appendices**

Appendix A: Curriculum Map

Appendix B: Personal Development Planning (postgraduate courses)

Appendix C: Terminology

## Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

### Course Outcomes

A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	C1	D1	D2	D3	D4	D5
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### Modules

#### Level 6

Valuation and Surveying

Construction

Institutional and Legal Context for Construction

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#### Level 7

Use and Performance of Buildings

Property and Building Law

Property and Asset Management

Building Pathology

Building Surveying Project

Option module \*

Dissertation \*\*

Real Estate and Construction in China\*\*\*

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\* Option module outcomes depends on choice of module. \*\*\* Outcome of Proposed New Option module indicated.

\*\* A Dissertation may address one or more programme outcomes A1-A7 depending on choice of research topic



## Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
<p>1 Supporting the development and recognition of skills through the personal tutor system.</p>	<p>All students are allocated a personal tutor (in this case this person will also be the Course Director), who they meet for the first time during orientation. The tutor is normally a chartered surveyor or real estate specialist whose advice will be informed by detailed knowledge of the surveying profession. Personal tutors are available during published 'surgery' hours (minimum two hours per week).</p> <p>During orientation students are given a course guide that provides them with a holistic overview of their studies and an introduction to all University support facilities. They are introduced to LSBU student support services and the virtual learning environment.</p>
<p>2 Supporting the development and recognition of skills in academic modules/modules.</p>	<p>The course provides a vocationally relevant learning experience for cognate graduates seeking to develop a career in quantity surveying. The course is accredited by the Royal Institution of Chartered Surveyors (RICS). Students are from a wide range of backgrounds, part-time and full-time students are jointly taught and there is some joint teaching with students from other courses. In this context students develop awareness of their own professional discipline and other disciplines within the built environment. The course provides excellent networking opportunities.</p> <p>The course is intensive and students learn to manage their time and meet deadlines for assignment submission that are spelt out in course and module guides. Team-working skills are developed through group project work in the Project Evaluation and Construction Contract Administration modules.</p> <p>The course develops skills and competencies that are specific to a career in quantity surveying.</p> <p>The ability to learn independently and reflect critically is developed throughout the course. Reflection is encouraged through tutorial support and feedback. Students learn to use a variety of paper-based and electronic information sources. A wide range of assignment work develops the ability to critically analyse with reference to pertinent argument and evidence and compare theory with practice. Assignments include: research essays for Procurement and Management of Construction and for Economics and Finance for Construction; appraisal reports for Project Evaluation and Procurement and Management of Construction; tender document preparation for Measurement Estimating and Documentation and workshop reports for Construction Contract Administration.</p>

	<p>Oral presentation, discussion and negotiation skills are developed through class seminars and tutorials, individual and group student presentations.</p> <p>Numeracy skills are developed in most of the modules. IT skills that are developed include using word processing to produce business reports, use of spreadsheets for financial appraisal, use of presentation software, online databases and project planning software.</p>
<p>3 Supporting the development and recognition of skills through purpose designed modules/modules.</p>	<p>There is substantial opportunity for development of interpersonal skills in the Dissertation module as many students liaise with outside bodies and market practitioners in the collection of information and data, as well as possible interviews.</p>
<p>4 Supporting the development and recognition of skills through research projects and dissertations work.</p>	<p>Students learn Masters level research skills in the research methods component of the Dissertation module and apply them in researching and writing up an MSc dissertation of 15-20,000 words. This provides the opportunity to work, under supervision, in planning, researching and writing up an independent piece of work of a demanding nature. Students develop this piece of work over a period of 6-9 months, during which progress is continually reviewed by the student's supervisor.</p> <p>The dissertation helps develop time management, information gathering and critical appraisal skills. It also offers opportunities to develop communication skills through discussion with supervisors and interviewing skills as part of the primary research. Other qualitative or quantitative research techniques may be developed depending on the choice of research question. IT skills are developed in the writing up and presentation of the dissertation.</p>
<p>5 Supporting the development and recognition of career management skills.</p>	<p>Career management skills are informed by several course modules. The following explicitly address the roles and responsibilities of quantity surveyors, the range of specialisms that they can pursue, current developments and future prospects for surveying firms and the profession: Institutional and Legal Context for Construction; Project Evaluation; Construction Contract Administration.</p> <p>All students are encouraged to become student members of the RICS when starting the course. Representatives of the RICS make a presentation to all students within the first few weeks of each academic year and students are encouraged to participate in RICS social and CPD events.</p> <p>The Department organises careers events and fairs and facilitates communication between employers and students. The University also provides support services for CV preparation and interview training.</p>

	Contact between students and industry is also achieved by regular participation of practitioners as guest lecturers.
6 Supporting the development and recognition of career management skills through work placements or work experience.	<p>Part-time students gain experience at work that counts towards the 24 months of approved professional experience that needs to be achieved in order to obtain membership of the RICS. This experience is provided by the employing firm as part of a training programme that is agreed between the employer and the RICS.</p> <p>The Department is in the process of negotiating short two-week internships within surveying organisations as part of its engagement within alumni. It is also developing a mentoring system.</p>
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	<p>The University offers opportunities to all students to develop leadership and teamwork skills through involvement in University clubs and teams.</p> <p>The Department has an active student led 'Real Estate Society' which organises events such as the annual 'Lives in Property' evening when alumni are invited to a talk from a leading market practitioner(s) – often alumni – this is a great networking opportunity. The Real Estate Society also has an active Linked-In network.</p>
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	<p>The Department organises CPD events for surveying students that are available to current students and alumni.</p> <p>Students are also kept informed about CPD events organised by the RICS.</p> <p>It is expected that the establishment of an alumni backed 'London Institute for Real Estate' will provide excellent networking opportunities in the future.</p>
9 Other approaches to personal development planning.	
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	<p>Most part-time students will be logging their work experience in logbooks provided by the RICS. Experience is mapped against the competencies that students need to demonstrate in order to pass the RICS Assessment of Professional Competence (APC). This recording and mapping is supervised by the employer and the documentation is submitted to the RICS for approval. Full-time students are able to start logging work experience for the APC as soon as they graduate from the course and obtain relevant employment.</p>

## Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions

