UNIVERSITY COLLEGE
OF ESTATE MANAGEMENT

BSc (Hons) Building Control

Programme Specification 2024-2025

Version:	18.00
Status:	Final
Date:	19/04/2024

Summary Programme Details

Final Award

Award: BSc (Hons)

Title of (final) Programme: Building Control

Credit points: 360

Level of award (QAA FHEQ): 6

Intermediate award(s)*

Intermediate award 1: BSc Building Control (Pass Degree)

Credit points: 300

Level of award: (QAA FHEQ): 6

Intermediate award 2: Diploma of Higher Education Building Control

Credit points: 240

Level of award (QAA FHEQ): 5

Intermediate award 3: Certificate of Higher Education Built Environment Studies

Credit points: 120

Level of award (QAA FHEQ): 4

*Intermediate awards will be granted to students that exit the programme part way through if they have achieved sufficient credits in line with the Academic and Programme Regulations (opens new window).

Apprenticeship Standard and Assessment Plan (relevant to apprentices only)

Name of apprenticeship standard: Building Control Surveyor

Reference number: ST0652

End Point Assessment: Integrated

End Point Assessment Organisation: University College of Estate Management (UCEM)

Link to apprenticeship standard: Building control surveyor

Link to assessment plan: Building Control Surveyor Assessment Plan

Validation

Validating institution: University College of Estate Management (UCEM)

Date of last validation: February 2024

Date of next periodic review: February 2029

Date of commencement of first delivery: September 2019

Duration: Part-time study route: 4.5 years for non-apprenticeship students, or 54 months if taken as part of an apprenticeship programme

Full-time study route: 3 years

Maximum period of registration: In accordance with the Academic and Programme Regulations (opens new window).

UCAS Code/ HECoS Code: K231/ 100120

Programming Code: RBSC

Other coding as required: BC(S)(U)

Professional accreditation / recognition

Accrediting/recognising body: **Royal Institution of Chartered Surveyors (RICS)**

Details of the accreditation/recognition: BSc (Hons) accredited

Date of last programme accreditation/recognition: January 2023

Date of next periodic review: 2027

Accrediting/recognising body: **Chartered Institute of Building (CIOB)**

Details of the accreditation/recognition: BSc (Hons) accredited

Date of last programme accreditation/recognition: December 2020

Date of next periodic review: 2025

Accrediting/recognising body: **Chartered Association of Building Engineers (CABE)**

Details of the accreditation/recognition: BSc (Hons) accredited

Date of last programme accreditation/recognition: June 2020

Date of next periodic review: 2025

QAA Guidance

UK Quality Code for Higher Education (opens new window)

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (opens new window)

Quality Assurance Agency (QAA) Subject Benchmark Statement: Land, Construction, Real Estate and Surveying April 2024 (opens new window)

Programme Overview

Rationale

This programme provides students with a rigorous understanding of the principles and practice involved in the discipline of building control, up to Bachelor's degree standard.

The programme provides the academic underpinning necessary to prepare students for a career as a Chartered Building Control Surveyor.

This programme is primarily designed for people with an interest in building technology, building standards, fire safety, inclusive environments, and energy conservation, who wish to further their career with a degree and gain professional membership of one of the accrediting organisations. Many of our students often already work within the built environment sector. Such employment is not mandatory but is desirable.

This academic programme also serves students studying as apprentices on the Building Control Surveyor Degree Apprenticeship Programme.

Entry Requirements

Students are required to be 18 years or over at the start of their programme.

Entrants to this programme normally are required to have:

- obtained 96 UCAS tariff points or an equivalent level of attainment through recognised qualifications not included in the UCAS tariff; *

  Or

- completed an Advanced Apprenticeship in Surveying** or an Advanced Apprenticeship in Construction Technical** through which a Construction and Built Environment Diploma with a minimum DD profile was obtained or through which a Construction and Built Environment Extended Diploma with a minimum MMM profile was obtained, or an equivalent qualification;

  Or

- a current Royal Institution of Chartered Surveyors (RICS) Associate qualification (AssocRICS) and be in relevant employment; ***

  Or

- successfully completed the UCEM BSc Access module programme;

And

- GCSE Grade 4 (or C) or above in English and Mathematics or an equivalent Level 2 qualification in English and Mathematics as defined by the Regulated Qualifications Framework (RQF) in England. ****

* Recognised qualifications having an equivalent level of attainment as those recognised by UCAS include: Higher National Certificate (HNC), Higher National Diploma (HND), professional qualifications from recognised institutions, certain armed forces qualifications and partially completed degrees. There are also a wide range of international qualifications that are deemed to have UCAS point equivalent values. For more information on equivalent qualifications please contact: admissions@ucem.ac.uk.

** Completion of this apprenticeship will need to be evidenced through a verified copy of the apprenticeship completion certificate as issued by the apprenticeship certification body.

*** Relevant employment is employment in a job role that will support the applicant in developing the required skills, knowledge, and behaviours.

**** Applicants for the apprenticeship programme that do not have accepted equivalent Level 2 maths and English qualifications (opens new window) will be required to achieve Level 2 maths and English Functional Skills qualifications as part of the apprenticeship and will need to obtain Level 2 in initial and diagnostic assessments prior to being made an offer. If applicants do not qualify for ESFA funding, these qualifications will need to be fully funded by the employer.

The academic level of international qualifications that are not listed on the UCAS tariff will be assessed using UK ENIC.

Applicants to the apprenticeship programme must meet all of the funding eligibility requirements contained in the ESFA funding rules.

If an applicant does not meet the standard entry requirements UCEM will consider the application on an individual basis. In these cases, the application will be assessed by the Programme Leader or for students in Hong Kong by the Dean of School (International), who will give careful consideration to any professional and life experiences as well as any academic or vocational qualifications the applicant may hold. The applicant may be asked to provide a detailed personal statement and/or a reference or letter of support from an employer or mentor to support the application. Applications are assessed in accordance with the UCEM Code of Practice: Admissions and Recognition of Prior Learning (opens new window).

Apprenticeship programme

Applicants to the apprenticeship programme must also have the right to work in England, meet Education and Skills Funding Agency residency status requirements, spend at least 50% of their working hours in England and be directly employed in a job role that will enable the requirements of the apprenticeship to be achieved.

English language requirements

All UCEM programmes are taught and assessed in English. In addition to the programme entry requirements listed above, all applicants will therefore be required to demonstrate adequate proficiency in the language before being admitted to a programme. Therefore, applicants must possess one of the following:

- GCSE Grade 4 (or C) or above in English Language or English Literature, or an equivalent qualification. For further information on equivalent qualifications please contact: admissions@ucem.ac.uk.
- Grade 5.5 or above, with at least 5.5 in the reading and writing modules in the International English Language Testing System (IELTS) academic test administered by the British Council.
- 79 or above in the internet option, 213 or above in the computer-based option or 550 or above in the paper-based option, of the Teaching of English as a Foreign Language (TOEFL) test.
- Grade 4 (or C) or above in English (Language or Literature) at A/S Level.
- Holders of a cognate sub-degree (Level 5) qualification taught and assessed in English from the University of Hong Kong or City University of Hong Kong.
- HKDSE (Hong Kong Diploma of Secondary Education) Grade 3, or HKALE (Hong Kong Advanced Level Examination – Advanced Level & Advanced Supplementary Level) Grade E, or HKCEE (Hong Kong Certificate of Education Examination) Grade 3-5 or Grade A-D (Syllabus B only).

Applicants with a bachelor's degree that has been taught and examined in the English medium can be considered for entry in the absence of the qualifications detailed above if applying for a non-apprenticeship programme.

Recognition of prior learning (RPL) or recognition of prior experiential learning (RPEL) routes into the programme

UCEM policy and procedures for Recognition of Prior Experiential Learning (RPEL) and Recognition of Prior Learning (RPL) are set out in the UCEM Code of Practice: Admissions and Recognition of Prior Learning (opens new window). This policy statement takes precedence in any such decision.

RPEL may be used to support an application for entry onto the programme in accordance with the entry requirements stated in the section above. UCEM also recognises credit awarded by higher education degree awarding bodies in accordance with the relevant higher education qualifications framework and allows that credit to count towards module exemption from the programme.

Normally the maximum credit for prior learning that can be counted towards the programme is 66% (two thirds). RPEL and RPL do not enable the transfer of credit/exemption from classification modules.

Programme Progression

For details of progression arrangements, please view the Academic and Programme Regulations (opens new window).

Successful completion of the BSc (Hons) may enable the student to progress onto UCEM's Master of Business Administration and other suitable postgraduate programmes.

Award Regulations

For details of award arrangements, please view the Academic and Programme Regulations (opens new window).

Career Prospects

The following list provides a range of the types of careers that students may pursue after completing this programme:

- Local authority building control surveyor, working with architects, engineers, and contractors to ensure building designs meet the required standards and ensuring these standards are adhered to during the course of construction.
- Private sector building control surveyor, working with architects, engineers, and contractors to ensure building designs meet the required standards and ensuring these standards are adhered to during the course of construction.
- Advising on specific aspects of the building regulations, such as advice on energy conservation, fire safety management strategies or accessibility.
- Work in relation to safety of sports grounds, issuing safety certificates and liaison with police, fire, and ambulance services.
- Similar work in respect of entertainment licences, safety at open air events, safety in cinemas and theatres, and other buildings and structures used for public events.
- Building control surveyors work in both the private and public sectors in many countries, administering the relevant legislation and building codes.

Programme Aims

Programme Aims

The programme aims to provide students with a thorough understanding of the principles and practices of building control, up to first degree level standard. The programme reflects the academic underpinning necessary to prepare students for a career as a Chartered Building Control Surveyor with RICS, CABE or other UK and international professional bodies, and provides students with a progressive development of knowledge and skills over three levels of study: levels 4, 5 and 6.

The programme is designed to ensure that graduates have a stimulating and challenging education, which prepares them well for their professional career, and to produce capable individuals with the potential to progress to professional status in a building control, or related role, and prepare for advancement to postgraduate level of study. Students will develop a broad range of skills which are transferable across other industries.

For apprenticeship students the programme also includes a Case Study Project (20 credits) and an End Point Assessment (20 credits) which is the culmination of the Building Control Surveyor Apprenticeship Programme.

Market and internationalisation

This programme is aimed at UK and international students. While UK law, regulatory controls and practice are at the core of the study materials, the programme aims to contextualise within an international framework. Where possible, comparative examples are used to highlight the difference in regional approaches, and thus foster further understanding of the principles and applications introduced. The apprenticeship route is available to UK students only.

Programme Structure

Module List

Code	Module	Level	Credits	Core/ Elective
INT4BE1	Introduction to the Built Environment 1	4	20	Core
INT4SUS	Introduction to Sustainability	4	20	Core
CON4TE1	Construction Technology 1	4	20	Core
PRO4BPR	Professional and Business Practice	4	20	Core
LAW4RBE	Introduction to Regulatory and Built Environment Law	4	20	Core
INT4BE2	Introduction to the Built Environment 2	4	20	Core
DES5DES	Design and Environmental Science	5	20	Core
CON5TE2	Construction Technology 2	5	20	Core
BSU5CBP	Commercial Building Pathology	5	20	Core
BSU5BPC	Building Pathology and Conservation Principles	5	20	Core

Code	Module	Level	Credits	Core/ Elective
RET5COP	Retrofit Concept and Practice	5	20	Core
BCU5CON	Building Control	5	20	Core
BCU6IDP	Integrated Design Project	6	20	Core
BCU6FSA	Fire Safety	6	20	Core
BSU6BSP	Building Surveying & Maintenance Practice	6	20	Core
BCU6PSB	Public Safety in Buildings	6	20	Core
REA6PRO	Research Proposal	6	20	Core for non-apprentices
CON6CSA	Contemporary Issues Case Study	6	20	Core for non-apprentices
PRJ6CSA/ PRJ6CSS	Case Study Project	6	20	Core for apprentices only
BCU6EPA*	Building Control End Point Assessment*	6	20	Core for apprentices only

Students entering with exemptions may see a change to their study route.

* This module may only be taken when the full gateway conditions, as specified in the Assessment Plan for the Building Control Surveyor Degree Apprenticeship Standard (opens new window), have been met, which includes successful completion of all other modules (i.e. 340 credits achieved).

Notes

Credits are part of the Credit Accumulation and Transfer System (CATS). Two UK credits are equivalent to one European Credit Transfer System (ECTS) credit.

Learning Outcomes

Having successfully completed the programme, the student will have met the following learning outcomes.

Level 4

A – Knowledge and understanding

Learning Outcomes		Relevant modules
A4.1.	Recognise the basic principles that underpin the theory and practice of the property and construction industries.	CON4TE1 INT4BE1 INT4BE2 LAW4RBE
A4.2.	Outline the ethical, management, legal and regulatory frameworks and systems impacting on the property and construction industries.	INT4SUS LAW4RBE PRO4BPR

Learning Outcomes		Relevant modules
A4.3.	Relate environment and sustainability issues to the property and construction industries.	CON4TE1 INT4SUS
A4.4.	Explain the basic principles of property construction and associated technologies.	CON4TE1 INT4BE1 INT4BE2

B – Intellectual skills

Learning Outcomes		Relevant modules
B4.1.	Describe the impact of sustainability on existing and new buildings.	CON4TE1 INT4SUS
B4.2.	Demonstrate the ability to write in a range of formats.	All
B4.3.	Develop an awareness and ability to evaluate and appraise information.	All

C – Subject practical skills

Learning Outcomes		Relevant modules
C4.1.	Recognise the uses of technology in the built environment.	CON4TE1 INT4BE1 INT4BE2
C4.2.	Illustrate an understanding of the development and use of digital skills.	INT4BE1 INT4BE2
C4.3.	Understand areas of legislation which affect the built environment.	INT4SUS LAW4RBE PRO4BPR

D - Key / Transferable skills

Learning Outcomes		Relevant modules
D4.1.	Develop and plan individual learning to achieve successful outcomes.	All
D4.2.	Demonstrate the development of written, numeric and communication skills using various methods of communication.	All
D4.3.	Collect and organise ideas and information by producing material in an appropriate format with acknowledged sources.	All
D4.4.	Identify and solve problems within guided scenarios.	All

Level 5

A – Knowledge and understanding

Learning Outcomes	Relevant modules
A5.1 Analyse the legal and regulatory frameworks and systems impacting on the design, construction, and occupancy of buildings.	CON5TE2 DES5DES BCU5CON RET5COP
A5.2 Distinguish the theories and principles used in construction, relevant to building control practice.	BCU5CON CON5TE2
A5.3 Appraise the requirements of building control in different circumstances.	BSU5BPC DES5DES BCU5CON
A5.4 Evaluate the effects of sustainable approaches upon the built environment and construction industry.	BCU5CON CON5TE2 RET5COP
A5.5 Appraise buildings in relation to inclusivity and relevant legislation and appreciate the wider aim of society living in dignity with equality.	DES5DES BCU5CON

B – Intellectual skills

Learning Outcomes	Relevant modules
B5.1 Integrate and transfer appropriate knowledge, skills and learning from level 4 to the range of subject areas covered at level 5.	BCU5CON CON5TE2 DES5DES
B5.2 Interpret legal issues and put these into the context of a range of different circumstances.	DES5DES BCU5CON RET5COP
B5.3 Demonstrate the ability to plan, conduct and produce appropriate output on an independent project.	DES5DES BCU5CON

C – Subject practical skills

Learning Outcomes	Relevant modules
C5.1 Evaluate the appropriateness of different approaches to solving a range of problems arising in a professional environment, both technical and ethical.	DES5DES BCU5CON RET5COP
C5.2 Analyse the influence of the wider environment on the implementation of sustainable features in buildings.	DES5DES BCU5CON CON5TE2

D - Key / Transferable skills

Learning Outcomes	Relevant modules
D5.1 Communicate and collaborate effectively using a range of media.	BCU5CON CON5TE2 DES5DES
D5.2 Organise and manage study workflow independently and efficiently.	BCU5CON CON5TE2 DES5DES BSU5BPC BSU5CBP RET5COP
D5.3 Solve problems and make decisions through reflective thinking and analysis.	BCU5CON CON5TE2 DES5DES
D5.4 Identify where and how sustainable principles can be adopted thereby considering wider sustainable opportunities and constraints.	DES5DES BCU5CON CON5TE2 RET5COP

Level 6

A – Knowledge and understanding

Learning Outcomes	Relevant modules
A6.1 Critically appraise the wider business environment including the political, economic, legal, social, technological, cultural, ethical, and global influences under which construction and client organisations operate and ability to integrate this understanding.	PRJ6CSA/S BCU6EPA BSU6BSP
A6.2 Critically assess, analyse, and apply building control surveying skillsets through individual work.	BCU6FSA BCU6PSB PRJ6CSA/S BCU6EPA
A6.3 Critically evaluate theories and techniques common to building control and the wider built environment.	BCU6FSA BCU6PSB BSU6BSP PRJ6CSA/S BCU6EPA
A6.4 Synthesise the methods required to undertake a research project.	REA6PRO PRJ6CSA/S BCU6EPA

Learning Outcomes	Relevant modules
A6.5 Demonstrate a critical appreciation of the uncertainties, ambiguities and limits of knowledge and practice in the field of building control.	BCU6FSA BCU6PSB PRJ6CSA/S BCU6EPA

B – Intellectual skills

Learning Outcomes	Relevant modules
B6.1 Critically assess a range of resources including contemporary sources, draw on evidence to reflect and evaluate competing explanations to provide appropriate conclusions.	BCU6FSA BCU6PSB BSU6BSP BCU6IDP CON6CSA PRJ6CSA/S BCU6EPA
B6.2 Critically analyse and solve complex problems using appropriate models and methods.	BCU6FSA BCU6PSB BCU6IDP CON6CSA PRJ6CSA/S BCU6EPA
B6.3 Critically analyse and transfer appropriate knowledge and methods from one topic to another within or between modules.	BSU6BPC BCU6FSA BCU6PSB BCU6IDP CON6CSA PRJ6CSA/S BCU6EPA
B6.4 Select and apply appropriate techniques of research, analysis, and appraisal.	BCU6IDP REA6PRO PRJ6CSA/S BCU6EPA

C – Subject practical skills

Learning Outcomes	Relevant modules
C6.1 Acquire, analyse, and critically evaluate data and judge its relevance and validity to a range of building control situations.	BCU6FSA BCU6PSB BCU6IDP CON6CSA PRJ6CSA/S BCU6EPA
C6.2 Critically assess the validity and rigour of a range of published research and assess its relevance to further research.	REA6PRO CON6CSA PRJ6CSA/S BCU6EPA

C6.3 Apply technology and decision analysis tools to solve complex problems.	BCU6FSA BCU6PSB BSU6BSP BCU6IDP PRJ6CSA/S BCU6EPA
C6.4 Critique the application of ethics and professional standards in building control.	BCU6FSA BCU6PSB BCU6IDP PRJ6CSA/S BCU6EPA

D - Key / Transferable skills

Learning Outcomes	Relevant modules
D6.1 Communicate effectively and professionally in a range of mediums to both industry and academic stakeholders.	BCU6FSA BCU6PSB BSU6BSP BCU6IDP PRJ6CSA/S BCU6EPA
D6.2 Demonstrate the ability to identify, use, interrogate, interpret, and critically evaluate a range of sources of information.	BCU6FSA BCU6PSB BCU6IDP REA6PRO CON6CSA PRJ6CSA/S BCU6EPA
D6.3 Demonstrate competence in applying learning experience to practical building control scenarios.	BCU6FSA BCU6PSB BCU6IDP REA6PRO CON6CSA PRJ6CSA/S BCU6EPA
D6.4 Develop the attitudes and applied skills to make informed decisions that reflect care, concern, and responsibility for themselves, for others and the environment, now and in the future.	BCU6FSA BCU6PSB BCU6IDP REA6PRO CON6CSA PRJ6CSA/S BCU6EPA

Delivery Structure for part-time study route

Autumn (UK) Entry

Level	Non-apprenticeship students		Apprenticeship students	
Year 1 Semester 1				
4	INT4BE1	Introduction to the Built Environment 1	INT4BE1	Introduction to the Built Environment 1
4	INT4SUS	Introduction to Sustainability	INT4SUS	Introduction to Sustainability
Year 1 Semester 2				
4	PRO4BPR	Professional and Business Practice	PRO4BPR	Professional and Business Practice
4	CON4TE1	Construction Technology 1	CON4TE1	Construction Technology 1
Year 2 Semester 1				
4	LAW4RBE	Introduction to Regulatory and Built Environment Law	LAW4RBE	Introduction to Regulatory and Built Environment Law
4	INT4BE2	Introduction to the Built Environment 2	INT4BE2	Introduction to the Built Environment 2
Year 2 Semester 2				
5	CON5TE2	Construction Technology 2	CON5TE2	Construction Technology 2

Level	Non-apprenticeship students		Apprenticeship students	
5	RET5COP	Retrofit Concept and Practice	RET5COP	Retrofit Concept and Practice
Year 3 Semester 1				
5	BCU5CON	Building Control	BCU5CON	Building Control
5	BSU5BPC	Building Pathology and Conservation Principles	BSU5BPC	Building Pathology and Conservation Principles
Year 3 Semester 2				
5	DES5DES	Design and Environmental Science	DES5DES	Design and Environmental Science
5	BSU5CBP	Commercial Building Pathology	BSU5CBP	Commercial Building Pathology
Year 4 Semester 1				
6	REA6PRO	Research Proposal	BCU6FSA	Fire Safety
6	BCU6PSB	Public Safety in Buildings	BCU6PSB	Public Safety in Buildings
			PRJ6CSA/ PRJ6CSS	Case Study Project
Year 4 Semester 2				
6	BCU6IDP	Integrated Design Project	BCU6IDP	Integrated Design Project

Level	Non-apprenticeship students		Apprenticeship students	
6	BSU6BSP	Building Surveying Practice 1	BSU6BSP	Building Surveying Practice 1
6			PRJ6CSA/ PRJ6CSS	Case Study Project
Year 5 Semester 1				
6	BCU6FSA	Fire Safety	BCU6EPA	Building Control End Point Assessment
6	CON6CSA	Contemporary Issues Case Study		

Spring (UK) Entry

Level	Non-apprenticeship students		Apprenticeship students	
Year 1 Semester 1				
4	INT4BE1	Introduction to the Built Environment 1	INT4BE1	Introduction to the Built Environment 1
4	INT4SUS	Introduction to Sustainability	INT4SUS	Introduction to Sustainability
Year 1 Semester 2				

Level	Non-apprenticeship students		Apprenticeship students	
4	LAW4RBE	Introduction to Regulatory and Built Environment Law	LAW4RBE	Introduction to Regulatory and Built Environment Law
4	INT4BE2	Introduction to the Built Environment 2	INT4BE2	Introduction to the Built Environment 2
Year 2 Semester 1				
4	PRO4BPR	Professional and Business Practice	PRO4BPR	Professional and Business Practice
4	CON4TE1	Construction Technology 1	CON4TE1	Construction Technology 1
Year 2 Semester 2				
5	CON5TE2	Construction Technology 2	CON5TE2	Construction Technology 2
5	BSU5BPC	Building Pathology and Conservation Principles	BSU5BPC	Building Pathology and Conservation Principles
Year 3 Semester 1				
5	DES5DES	Design and Environmental Science	DES5DES	Design and Environmental Science
5	BSU5CBP	Commercial Building Pathology	BSU5CBP	Commercial Building Pathology
Year 3 Semester 2				
5	BSU5CON	Building Control	BSU5CON	Building Control

Level	Non-apprenticeship students		Apprenticeship students	
5	RET5COP	Retrofit Concept and Practice	RET5COP	Retrofit Concept and Practice
Year 4 Semester 1				
6	BCU6IDP	Integrated Design Project	BCU6IDP	Integrated Design Project
6	REA6PRO	Research Proposal	BSU6BSP	Building Surveying & Maintenance Practice
			PRJ6CSA/ PRJ6CSS	Case Study Project
Year 4 Semester 2				
6	BCU6FSA	Fire Safety	BCU6FSA	Fire Safety
6	BCU6PSB	Public Safety in Buildings	BCU6PSB	Public Safety in Buildings
			PRJ6CSA/ PRJ6CSS	Case Study Project
Year 5 Semester 1				
6	CON6CSA	Contemporary Issues Case Study	BCU6EPA	Building Control End Point Assessment
6	BSU6BSP	Building Surveying & Maintenance Practice		

Module Summaries

Core Modules

INT4BE1 Introduction to the Built Environment 1

This module provides an overview of the built environment sector and the role of the construction industry within the UK economy. Students will gain an appreciation of how legal, political, and social issues have shaped and continue to influence the sector. Students will gain an understanding of the project lifecycle and the development process with reference to the RIBA Plan of Work. The module introduces the key stakeholders and professions within the industry. It will enable students to identify with their chosen profession and understand that profession's key responsibilities in meeting the client objectives.

As this is the first module students will study regardless of their programme, it will provide signposting to future modules where the knowledge and skills introduced by this module will be examined in further depth. It will also introduce the opportunities for wider learning provided at UCEM, through the cross-portfolio guest lecture events and the academic skills development provision. Students will also be encouraged to enrol as student members with the appropriate professional body. The content described in this paragraph is not assessed.

INT4SUS Introduction to Sustainability

This module introduces sustainability with a particular focus on the construction and property sector. Students will be made aware of the causes of climate change and key terminology and issues related to sustainable development. The relationship between property and the environment will be examined and criteria by which sustainability is measured in relation to finished buildings is identified. As sustainability is central to the core mission of UCEM, students will also learn about UCEM’s sustainability agenda and activities.

PRO4BPR Professional and Business Practice

This module introduces corporate organisation structures that support the services offered and the importance of client care and the recognition of diversity within the workplace. It provides an appreciation of business planning and the accounting concepts used to support decision making. As employees, the module considers data protection, professional indemnity and health and safety. It further explores the concept of ‘professional’ and how the professional bodies promote professional and ethical practice.

CON4TE1 Construction Technology 1

This module provides an introduction to building, environment and technology based on simple construction, establishing a foundation of knowledge, and understanding to be developed in later modules. It develops students’ communication skills, enabling them to describe simple construction in a professional manner. Simple building examples are included, such as traditional masonry construction and roof construction typical in buildings of up to three storeys. Perspectives such as sustainability are considered.

LAW4RBE Introduction to Regulatory and Built Environment Law

This module provides the students with an introduction to the legal and regulatory requirements that relate to the construction and property sector. It considers the legal environment within the context of planning, design, and occupation. It further considers Health and Safety as it relates to both design and construction activity.

INT4BE2 Introduction to the Built Environment 2

The primary focus of this module is to provide the students with an introduction to their discipline (as identified by their programme of study.) Working on a case study, students will undertake an authentic task that will develop basic knowledge and skills. To contextualise the task, students will gain an understanding of procurement routes, clients project objectives, sources of project information and collaborative practice.

DES5DES Design and Environmental Science

This module covers key aspects of the theory and practice of design for buildings and the relation of the building to the study of the environment. It applies the building, environment and technology theories covered in previous modules to normal design situations. The module focuses on the understanding of how a building is affected by its design, environment, and its occupants, and, vice versa, what effect that building has on the environment and people living in and around it. The relationship is a complex one, which is addressed here by using 'human comfort' as the overarching theme, and breaking that down into individual factors of heat, air, moisture, sound, and light. These factors are placed into the context of a domestic dwelling, with the many and varied conditions that can result, based on different expectations and perceptions of comfort.

CON5TE2 Construction Technology 2

This module introduces the building and environmental technology of framed construction. Topics covered include: the principles of framed structures; design and its communication; material and component selection; construction techniques; simple environmental services, as well as more complex related issues of sustainability; advanced construction techniques; technology/process innovation and development; components; civil engineering; sustainability; building regulation; contaminated land and fire safety.

Key generic skills such as producing and understanding simple drawn information are introduced.

Examples of framed buildings are included, such as steel, reinforced concrete, and timber construction applicable to buildings with different types of usage and levels of complexity for commercial, industrial, and residential.

BSU5CBP Commercial Building Pathology

This module is concerned with commercial building pathology and surveying technologies. The module will allow students to identify, analysis and provide technical solutions to key defects in commercial buildings. Along with using appropriate technology to and data within the built environment and understanding the role technology plays in their particular profession.

BSU5BPC Building Pathology and Conservation Principles

This module is concerned with the pathology of buildings. It will develop students' ability to effectively diagnose and evaluate a range of commonly encountered building defects through a process of inspection, testing, survey and analysis.

RET5COP Retrofit Concept and Practice

This module explores a range of retrofitting and refurbishment project types and associated issues. Retrofit is a crucial function in terms of keeping existing buildings in use and fit for purpose. Therefore, an understanding of critical retrofit options is essential. This module thus provides an opportunity to develop the knowledge, understanding and skills required to appraise and develop retrofit and refurbishment solutions within the context of stakeholder requirements and the construction industry.

BCU5CON Building Control

This module introduces students to one of the core competencies within the industry and a competency which is required for students to become members of the accrediting professional bodies. The module examines the requirements for site inspections of building work to ensure that the work carried out meets relevant performance standards. Students will examine the Building Act 1984 or relevant equivalent in the country the student is based, together with the regulations or guidance which stem from this. Students will apply the standards and regulations to different scenarios, consider the phases of compliance and examine the mechanisms for dealing with non-compliant work.

BCU6IDP Integrated Design Project

This module enables students to consolidate their knowledge and skills gained from the previous modules, whilst working collaboratively in multi-disciplinary groups, within a project scenario. The context of the project will consider the due diligence and client advice needed to be undertaken by students for a commercial or industrial building and provided feasibility advice to a client on the options available in terms of reconstruction or adaption of the property for a new use. This purpose of the project is to identify procedures required for the adaption and refurbishment of the building based on a client's brief and to produce a scheme design for this and other associated data and documentation. The scenario presents opportunities to demonstrate how different disciplines can contribute to different elements of a scheme design and for students to appreciate the strengths of each other's disciplines. Critically, this module provides an opportunity for elements of collaboration and personal self-reflection.

BSU6BSP Building Surveying & Maintenance Practice

This module focuses on building surveying practice. This includes providing professional advice regarding different types of surveys. It comprises the following topics: building surveying, professionalism ethics and conduct, maintenance theory and practice; and building adaptation theory and practice. Legislation is based on England and Wales. The module will enhance the students' ability to recognise, analyse and remedy building maintenance issues and develop their ability to apply building surveying practice, maintenance and adaptation to different situations.

BCU6FSA Fire Safety

Fire safety is a core competency within the industry and one which is essential for students to become members of the accrediting professional bodies. The module draws on students' learning in earlier construction technology and law modules and the Building Control module at level 5. Students study the nature of fire, the relevant regulations and standards, methods of protection of buildings and occupiers and means of escape, in relation to domestic and commercial buildings.

BCU6PSB Public Safety in Buildings

A core skill for building control surveyors is the ability to assess the use of a building or venue for public events to ensure the safety of those attending. This module looks at safety in buildings and venues such as sports grounds, licenced premises, and concert venues. Students will examine the legislation and guidance around the safety of buildings and venues and explore the application of these in different scenarios. They will use knowledge and skills already gained in earlier modules relating to construction technology, law and building control and fire safety.

REA6PRO Research Proposal (non-apprentices)

The aim of this module is to enable the student to develop specific research skills and techniques so that they could investigate issues and situations related to their area of interest. The module gives students an opportunity to apply their skills and knowledge to address an industry-based problem. It is anticipated that the module's outcomes will directly enhance career and educational progression by equipping students with relevant analytical skills and techniques to investigate organisational and industry issues.

This module is core for non-apprenticeship students. Apprentices will study the 20 credit Case Study Project module.

CON6CSA Contemporary Issues Case Study (non-apprentices)

The module will introduce students to the latest developments and issues in the built environment sector to allow students to develop a deep understanding of current issues and arguments that dominate contemporary debates and policy making. Students will formulate their own line of enquiry and analysis, informed by the completion of their own critical analysis of related theoretical and empirical work through a review of literature and a presentation of the salient points.

PRJ6CSA/ PRJ6CSS Case Study Project (apprenticeship only)

This module requires students to develop their research skills whilst providing them with a vehicle to present their self-directed investigation and research into a case study. The students will reflect on the knowledge skills and behaviours that they have developed during their programme and from their experience and training in the workplace, recorded in their Logbook, with reference to the appropriate Apprenticeship Standard. The purpose of this module is to take one of the projects undertaken in the workplace and recorded in their Logbook, and then to expand and investigate it further as a case study research project.

BCU6EPA Building Control End Point Assessment (apprenticeship only)

This module is the final element of the student's apprenticeship journey. Having successfully achieved all mandatory elements of the apprenticeship programme to date, as signed off by the employer and UCEM, students will be enrolled on this unit to prepare for, and undertake, the government-approved End-Point Assessment (EPA). Students will collate and present evidence in a variety of ways to demonstrate their achievement of the Standard's Knowledge, Skills, and Behaviours (KSBs) competencies and how these have been developed and applied throughout the programme. Students will be required to attend a panel interview led by an independent assessor and an industry expert.

Learning, Teaching and Assessment

Learning & Teaching

Knowledge and understanding

The teaching, learning and assessment strategy for the programme is guided by the UCEM-wide Learning, Teaching and Assessment Strategy (LTAS 2020-2025). This ensures all programmes promote a logical learning journey for students. The approach adopted is student-centred learning design, that supports the educational needs of our diverse student community. Learning has been designed with flexibility in mind to support students to adopt their own learning experience best suited to their needs.

Students are taught through online learning resources available to them, including customised text material, study papers, learning activities and interactive media. These are complemented by a variety of Lecturer-facilitated sessions and interactions, using a range of media for enhancement of the learning experience.

Students are encouraged to research beyond the material provided and undertake self-directed learning throughout their programme. This expectation increases across the levels. When at level 6, students study either the Research Proposal and Contemporary Issues Case Study modules (non-apprentices) or the Case Study Project and End Point Assessment modules (apprentices) which requires self-directed learning and problem-solving.

Intellectual skills

Learning and teaching methods are applied to enable the development of cognitive skills. These skills are aligned to those used by Building Control Surveyors, but also meet the needs of working in other industries. These skills are developed through interaction with multi-media learning resources, self-directed learning and via participation in student-centred learning activities. The approach to assessment is lecturer-guided and formative feedback on these skills is given appropriate emphasis.

Subject practical skills

The subject themes of the programme introduce the theoretical foundations at level 4 and develop them in an increasingly applied and specialised context through levels 5 and 6.

Examples of the subjects specific to building control surveying include the Construction Technology modules at levels 4 and 5, Building Control and Public Safety in Buildings and Fire Safety.

The Introduction to Regulatory and Built Environment Law module at level 4 provides a general legal background to law which is then used at Levels 5 and 6 to develop more specialist, core legal knowledge in the modules Fire Safety, Building Control and Public Safety in Buildings. Building Control students work collaboratively with other students at level 6 in the Integrated Design Project module, focusing on the elements of the collaborative project work which are relevant to their discipline.

The refurbishment, alteration, maintenance, and restoration of properties is developed in modules at levels 5 and 6, in particular by the Design and Environmental Science module at level 5 and Building Pathology and Conservation Principles and Integrated Design Project at level 6. These modules expand on the general construction content taught at level 4 and 5 in relation to low rise domestic construction and at stage two in relation to framed construction and more complex structures.

Building Control students study modules specifically designed for this pathway, and which provide key skills: Building Control at level 5 and Fire Safety and Public Safety in Buildings at level 6.

A research module is compulsory for all students. Non-apprenticeship students will undertake the Research Proposal module that supports reflection and professional competency readiness whilst apprenticeship students undertake the Case Study Project module. The expectation is that apprenticeship students will use data and information from within the workplace whereas non-apprenticeship students may use data and information from within or beyond the workplace. Both modules are the catalyst for students to reflect on their learning throughout the programme and it hones their research and critical analysis skills.

Students on the apprenticeship programme also undertake a Building Control End Point Assessment (EPA) module in line with the apprenticeship standard.

Key/Transferable skills

The BE Ready Orientation sets out the importance of transferable skills. These skills are developed through the programme, utilising study, and assessment. This can be via virtual learning environment (VLE) discussion, tuition discussion, problem-solving exercises, which are conducted individually or in groups, and coursework, which provides the ideal combination to internalise these aspects though different learning methods.

Assessment

The assessment strategy for the programme is guided by the UCEM-wide Learning, Teaching and Assessment Strategy (LTAS 2020-2025). The aim of UCEM's assessments is to allow students an opportunity to demonstrate what they have learned using a range of formats and which encourage critical self-reflection linked to personal development. To support this, assessments are clearly related to module learning outcomes and the activities within the module support students in achieving these.

UCEM's practice is to require assessments to be vocationally and professionally relevant. Assessments are built that have direct application to industry standards, and that enable students to learn through real world scenarios and working practice. This involves the generation of tasks based on problems, scenarios or case studies from recent real-world situations that reflect and/or replicate the vocational requirements of the industry and the international nature of the subject matter. All elements of assessments are discipline-specific for each programme as well as supporting the acquisition and promotion of transferable skills, including research skills development.

Formative assessment and feedback opportunities are provided throughout the programme in a variety of formats to motivate, guide and develop students through their learning. Students are required to complete various pieces of coursework in the modules which are assessed within set time frames. Detailed feedback is provided on lecturer-assessed work, which explains how the mark was derived, what was done well and what could be improved for future assessments. Objective testing is also utilised in formative (including self-assessment) and summative assessment. Individual projects in the final stage are assessed in accordance with their own guidelines and marking schemes.

All assessment contributing to progression or award is subject to moderation policies. Moderation at UCEM is designed to reflect the quality of the student submission and the benchmark standards for the various levels of undergraduate study. Moderation of marking accords with QAA recommended best practice to ensure that marking criteria have been fairly, accurately, and consistently applied during first marking.

Assessment Diet

The types of assessments used on this programme will include coursework (such as essays, reports, reflections, problem questions or presentations), computer-based assessments (CBAs), portfolio, practical and project assessments. The exact combinations of assessment will vary from module to module; please refer to the module descriptors for more information.

The project modules are assessed as follows:

- PRJ6CSA/ PRJ6CSS Case Study Project (for apprenticeship students only) has 3 assessments: a case study identification and outline; a report; and a recorded presentation.
- BCU6EPA Building Control End Point Assessment (for apprenticeship students only) has 2 assessments: an open book exam and an interview.

End Point Assessment (apprenticeship route only)

The end-point assessment (EPA) assesses whether the apprenticeship has been passed and is based on the knowledge, skills and behaviours of the Building Control Surveyor (integrated Degree) Apprenticeship occupational standard. This apprenticeship has a fully integrated EPA.

The EPA period will only start once all of the pre-requisite gateway requirements for EPA have been met. The gateway requirements include that both UCEM and the employer are satisfied that the apprentice has: consistently met the knowledge, skills and behaviours of the Occupational Standard, successfully completed all the required modules on the programme equating to 340 on-programme credits, achieved level 2 English and maths and completed any required employer training.

The EPA will typically be taken in the last six months of the programme. Performance in the EPA will provide the final 20 credits to the overall degree. To qualify for the award of an Honours Degree all programme requirements including the EPA must have been completed. Performance in the EPA will determine the apprenticeship grade of distinction, pass or fail.

The EPA consists of a plan evaluated report exam and panel interview further details of which can be found in the End-Point Assessment Module Descriptor.

Study Support

BE Ready Orientation

The purpose of BE Ready is to prepare students for online learning with UCEM but also to support students throughout their learning journey. Students are expected to visit BE Ready every semester for updates, welcome back week activities as well as advice specific to their level of study.

There are a variety of resources which will help students to get started. These include how to use the VLE, how to navigate a module, the UCEM e-library and how to join a webinar. BE Ready also provides practical advice such as how to manage independent study, where to find our Study Skills resources and how to access academic or pastoral support. All this information is key to having a successful start to supported online learning with UCEM.

Resources are available to support students with referencing and how to develop good academic practice to avoid academic misconduct. A range of study skills support materials are available to apprentices.

Student learning support

The programme is taught via UCEM's Virtual Learning Environment (VLE), and academic facilitation and support is provided online giving students access to UCEM Lecturers and other students worldwide.

The Education team will guide and support students' learning. Furthermore, all students who do not engage with initial assessment or the VLE will receive additional support from the Programme Team. Other UCEM administrative teams provide support for assessments and technical issues including ICT. UCEM's 'Student Central' portal provides the main point of contact for students for these teams throughout the duration of their programme.

Each student, wherever their location, will have access to a wealth of library and online materials to support their studies. International students are able to use their local context when writing their assessments.

The Academic Support & Enhancement (ASET) team works with departments to promote student retention, achievement, and success. This work is achieved through a multi-faceted approach, which consists of:

- delivering support tutorials to students identified as academically at risk to develop the academic skills needed for success;
- developing 'self-serve' support resources to enable students to develop their academic skills;
- delivering teaching webinars and drop-in sessions on academic skills;
- working with the Education team and other support teams to identify ways in which student success can be further facilitated.

Relevant research is also carried out to inform proactive interventions, and to develop policy and practice.

Disability, neurodiversity, and wellbeing related support is provided via a dedicated Disability and Welfare team at UCEM.

Workplace apprenticeship support and apprenticeship support from UCEM

Students that are studying the programme as part of an apprenticeship programme will be assigned an Apprenticeship Outcomes Officer who is the primary point of contact for the apprentice and their employer during the apprenticeship. Apprentices and their employers will attend progress reviews scheduled at 12-week intervals which will review the apprentices progress, set targets and will check the completion of the off the job diaries and that the apprentice is making demonstrable progress on their apprenticeship.

Apprentice employers should work collaboratively with the apprentice and UCEM, including active participation at 12-week progress reviews, co-ordinating off the job training time and providing the apprentice with the opportunity to practice and embed new skills in the work environment.

English language support

For those students whose first language is not English, or those students who wish to develop their English language skills, additional support is provided through online resources on the VLE in the resource 'Developing Academic Writing'. The resource includes topics such as sentence structure, writing essays and guidance for writing aimed at developing students study skills.

Personal and professional development

Students are undertaking vocational programmes that are intrinsically linked to the accrediting professional bodies. Students are encouraged and supported to understand the need for the recognition of these bodies and guided as to how to meet the professional membership requirements.

More generally, UCEM has a dedicated Careers Advisor to ensure students have appropriate access to careers education, information, advice, and guidance.

Programme Specific support

Each programme has a Programme Leader, as well as Module Leaders, Module Lecturers, and Academic Support Tutors to support the students throughout their time with the Programme.

The UCEM staff are accessible during normal UK working hours, during which they also monitor the 24/7 forums asynchronously and provide encouragement, assistance and necessary lecturer and student feedback services. Access to the UCEM e-Library is on a 24/7 basis and UCEM has a full-time librarian during normal UK working hours.

Signed: 

Helen Edwards, Chair of the Academic Regulations and Specifications Subcommittee

Date: 19th April 2024