UNIVERSITY COLLEGE
OF ESTATE MANAGEMENT

BSc (Hons) Building Control

Programme Specification 2021-2022

Version: 14.00

Status: Final

Date: 05/01/2022

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

Validation

Validating institution: University College of Estate Management (UCEM)

Date of last validation: December 2019

Date of next periodic review: December 2024

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: UBSC

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: July 2020

Date of next periodic review: 2025

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 benchmark statement

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 October 2016 (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 can instead demonstrate maths and English skills at Level 1 via initial and diagnostic assessments. These applicants will also be required to achieve Level 2 maths and English Functional Skills qualifications as part of the apprenticeship. 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 NARIC.

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, 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).

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.

Please note that no module exemption will be offered before the academic year 2021/22.

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. Non-Apprenticeship students take a Project module instead (40 credits).

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.

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.	MAN4POM LAW4RFW LAW4LST CON4TE1 CON4TE2 TEC4DIG
A4.2.	Outline the ethical, management, legal and regulatory frameworks and systems impacting on the property and construction industries.	LAW4RFW LAW4LST CON4TE1 CON4TE2 TEC4DIG

Learning Outcomes	Relevant modules
A4.3. Relate environment and sustainability issues to the property and construction industries.	LAW4RFW CON4TE1 CON4TE2
A4.4. Explain the basic principles of property construction and associated digital technologies.	TEC4DIG CON4TE1 CON4TE2

B – Intellectual skills

Learning Outcomes	Relevant modules
B4.1. Describe the impact of sustainability on existing and new buildings.	LAW4RFW CON4TE1 CON4TE2
B4.2. Demonstrate the ability to write in a range of formats.	MAN4POM LAW4RFW LAW4LST TEC4DIG
B4.3. Develop an awareness and ability to evaluate and appraise information.	MAN4POM LAW4RFW LAW4LST CON4TE1 CON4TE2 TEC4DIG

C – Subject practical skills

Learning Outcomes	Relevant modules
C4.1. Recognise the uses of technology in the built environment.	CON4TE1 CON4TE2
C4.2. Illustrate an understanding of the development and use of digital skills.	TEC4DIG CON4TE1 CON4TE2
C4.3. Understand areas of legislation which affect the built environment.	LAW4RFW LAW4LST

D - Key / Transferable skills

Learning Outcomes	Relevant modules
D4.1. Record the development and planning of individual learning.	MAN4POM LAW4RFW LAW4LST CON4TE1 CON4TE2 TEC4DIG

Learning Outcomes	Relevant modules
D4.2. Demonstrate the development of written, numeric and communication skills.	MAN4POM LAW4RFW LAW4LST CON4TE1 CON4TE2 TEC4DIG
D4.3. Demonstrate various methods of communicating information.	MAN4POM LAW4RFW LAW4LST CON4TE1 CON4TE2 TEC4DIG
D4.4. Identify and solve problems within guided scenarios.	MAN4POM LAW4RFW LAW4LST CON4TE1 CON4TE2 TEC4DIG
D4.5. Develop a knowledge and understanding of the principles of sustainability.	LAW4RFW CON4TE1 CON4TE2

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.	LAW5PRL BSU5PCO DES5DES BCU5CON
A5.2 Distinguish the theories and principles used in construction, relevant to building control practice.	BCU5CON CON5TE3
A5.3 Appraise the requirements of building control in different circumstances.	BSU5PCO DES5DES BCU5CON
A5.4 Evaluate the effects of sustainable approaches upon the built environment and construction industry.	BSU5PCO BCU5CON CON5TE3
A5.5 Examine the principles of building technologies and appraise their application in different circumstances.	DES5DES BCU5CON CON5TE3
A5.6 Appraise buildings in relation to inclusivity and relevant legislation and appreciate the wider aim of society living in dignity with equality.	BSU5PCO 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.	LAW5PRL ECO5BEC BSU5PCO BCU5CON CON5TE3 DES5DES
B5.2 Interpret legal issues and put these into the context of a range of different circumstances.	LAW5PRL BSU5PCO DES5DES BCU5CON
B5.3 Demonstrate the ability to plan, conduct and write a report 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 BSU5PCO
C5.2 Analyse the influence of the wider environment on the implementation of sustainable features in buildings.	DES5DES BCU5CON CON5TE3

D - Key / Transferable skills

Learning Outcomes	Relevant modules
D5.1 Communicate and collaborate effectively using a range of media.	LAW5PRL ECO5BEC BSU5PCO BCU5CON CON5TE3 DES5DES
D5.2 Organise and manage study workflow independently and efficiently.	LAW5PRL ECO5BEC BSU5PCO BCU5CON CON5TE3 DES5DES
D5.3 Solve problems and make decisions through reflective thinking and analysis.	LAW5PRL ECO5BEC BSU5PCO BCU5CON CON5TE3

Learning Outcomes	Relevant modules
	DES5DES
D5.4 Identify where and how sustainable principles can be adopted thereby considering wider sustainable opportunities and constraints.	DES5DES BCU5CON BSU5PCO CON5TE3

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 into coursework.	PRJ6PRA/ PRJ6PRS PRJ6CSP BCU6EPA
A6.2 Critically assess, analyse and apply building control surveying skillsets through individual work.	BSU6BPA BCU6FSA BCU6PSB PRJ6PRA/ PRJ6PRS PRJ6CSP BCU6EPA
A6.3 Critically evaluate theories and techniques common to building control and the wider built environment.	BSU6BPA BCU6FSA BCU6PSB PRJ6PRA/ PRJ6PRS PRJ6CSP BCU6EPA
A6.4 Synthesise the methods required to undertake a research project.	PRJ6PRA/ PRJ6PRS PRJ6CSP BCU6EPA
A6.5 Demonstrate a critical appreciation of the uncertainties, ambiguities and limits of knowledge and practice in the field of building control.	BSU6BPA BCU6FSA BCU6PSB PRJ6PRA/ PRJ6PRS PRJ6CSP 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.	BSU6BPA BCU6FSA BCU6PSB BCU6IDP PRJ6PRA/ PRJ6PRS PRJ6CSP BCU6EPA
B6.2 Critically analyse and solve complex problems using appropriate models and methods.	BSU6BPA BCU6FSA BCU6PSB BCU6IDP PRJ6PRA/ PRJ6PRS PRJ6CSP BCU6EPA
B6.3 Critically analyse and transfer appropriate knowledge and methods from one topic to another within or between modules.	BSU6BPA BCU6FSA BCU6PSB BCU6IDP PRJ6PRA/ PRJ6PRS PRJ6CSP BCU6EPA
B6.4 Select and apply appropriate techniques of research, analysis and appraisal.	BCU6IDP PRJ6PRA/ PRJ6PRS PRJ6CSP 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.	BSU6BPA BCU6FSA BCU6PSB BCU6ID PRJ6PRA/ PRJ6PRS PRJ6CSP BCU6EPA
C6.2 Critically assess the validity and rigour of a range of published research and assess its relevance to further research.	PRJ6PRA/ PRJ6PRS PRJ6CSP BCU6EPA

C6.3 Apply technology and decision analysis tools to solve complex problems.	BSU6BPA BCU6FSA BCU6PSB BCU6IDP PRJ6PRA/ PRJ6PRS PRJ6CSP BCU6EPA
C6.4 Critique the application of ethics and professional standards in building control.	BCU6FSA BCU6PSB BCU6IDP PRJ6PRA/ PRJ6PRS PRJ6CSP 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.	BSU6BPA BCU6FSA BCU6PSB BCU6IDP PRJ6PRA/ PRJ6PRS PRJ6CSP BCU6EPA
D6.2 Demonstrate the ability to identify, use, interrogate, interpret and critically evaluate a range of sources of information.	BSU6BPA BCU6FSA BCU6PSB BCU6IDP PRJ6PRA/ PRJ6PRS PRJ6CSP BCU6EPA
D6.3 Demonstrate competence in applying learning experience to practical building control scenarios.	BCU6FSA BCU6PSB BCU6IDP PRJ6PRA/ PRJ6PRS PRJ6CSP BCU6EPA

Learning Outcomes	Relevant modules
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.	BSU6BPA BCU6FSA BCU6PSB BCU6IDP PRJ6PRA/ PRJ6PRS PRJ6CSP BCU6EPA

Programme Structure

Module List

Code	Module	Level	Credits	Core/ Elective
LAW4LST	Law for the Built Environment	4	20	Core
MAN4POM	People and Organisational Management	4	20	Core
TEC4DIG	Digital Technologies	4	20	Core
CON4TE1	Construction Technology 1	4	20	Core
LAW4RFW	Introduction to Regulatory Frameworks	4	20	Core
CON4TE2	Construction Technology 2	4	20	Core
LAW5PRL	Property Law	5	20	Core
ECO5BEC	Economics for the Built Environment	5	20	Core
BSU5PCO	Planning and Conservation	5	20	Core
BCU5CON	Building Control	5	20	Core
CON5TE3	Construction Technology 3	5	20	Core
DES5DES	Design and Environmental Science	5	20	Core
BSU6BPA*	Building Pathology*	6	20	Core
BCU6FSA	Fire Safety	6	20	Core
BCU6IDP	Integrated Design Project	6	20	Core
BCU6PSB**	Public Safety in Buildings**	6	20	Core
PRJ6PRA/ PRJ6PRS	Project	6	40	Core for non-apprentices only
PRJ6CSP	Case Study Project	6	20	Core for apprentices only
BCU6EPA***	Building Control End Point Assessment***	6	20	Core for apprentices only

* Spring semester delivery of this module will not be available until the 2022/23 academic year. Students entering with exemptions may see a change to their study route.

** Autumn semester delivery of this module will not be available until the 2023/24 academic year. 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, 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.

Delivery Structure for part-time study route

Autumn (UK) Entry

Year 1, Semester 1

Module Code	Module Name	Level
LAW4LST	Law for the Built Environment	4
MAN4POM	People and Organisational Management	4

Year 1, Semester 2

Module Code	Module Name	Level
TEC4DIG	Digital Technologies	4
CON4TE1	Construction Technology 1	4

Year 2, Semester 1

Module Code	Module Name	Level
LAW4RFW	Introduction to Regulatory Frameworks	4
LAW5PRL	Property Law	5

Year 2, Semester 2

Module Code	Module Name	Level
CON4TE2	Construction Technology 2	4
ECO5BEC	Economics for the Built Environment	5

Year 3, Semester 1

Module Code	Module Name	Level
BSU5PCO	Planning and Conservation	5
BCU5CON	Building Control	5

Year 3, Semester 2

Module Code	Module Name	Level
CON5TE3	Construction Technology 3	5
DES5DES	Design and Environmental Science	5

Year 4 onwards for non-apprenticeship students

Year 4, Semester 1

Module Code	Module Name	Level
BSU6BPA	Building Pathology	6
BCU6FSA	Fire Safety	6

Year 4, Semester 2

Module Code	Module Name	Level
BCU6IDP	Integrated Design Project	6
PRJ6PRA/ PRJ6PRS	Project	6

Year 5, Semester 1

Module Code	Module Name	Level
BSU6PSB	Public Safety in Buildings	6
PRJ6PRA/ PRJ6PRS	Project	6

Year 4 onwards for apprenticeship students

Year 4, Semester 1

Module Code	Module Name	Level
BSU6BPA	Building Pathology	6
BCU6FSA	Fire Safety	6
PRJ6CSP	Case Study Project	6

Year 4, Semester 2

Module Code	Module Name	Level
BCU6IDP	Integrated Design Project	6
BCU6PSB	Public Safety in Buildings	6
PRJ6CSP	Case Study Project	6

Year 5, Semester 1

Module Code	Module Name	Level
BCU6EPA	Building Control End Point Assessment	6

Spring (UK) Entry

Year 1, Semester 1

Module Code	Module Name	Level
TEC4DIG	Digital Technologies	4
CON4TE1	Construction Technology 1	4

Year 1, Semester 2

Module Code	Module Name	Level
LAW4LST	Law for the Built Environment	4
MAN4POM	People and Organisational Management	4

Year 2, Semester 1

Module Code	Module Name	Level
CON4TE2	Construction Technology 2	4
ECO5BEC	Economics for the Built Environment	5

Year 2, Semester 2

Module Code	Module Name	Level
LAW4RFW	Introduction to Regulatory Frameworks	4
LAW5PRL	Property Law	5

Year 3, Semester 1

Module Code	Module Name	Level
CON5TE3	Construction Technology 3	5
DES5DES	Design and Environmental Science	5

Year 3, Semester 2

Module Code	Module Name	Level
BSU5PCO	Planning and Conservation	5
BCU5CON	Building Control	5

Year 4 onwards for non-apprenticeship students

Year 4, Semester 1

Module Code	Module Name	Level
BCU6IDP	Integrated Design Project	6
BCU6PSB	Public Safety in Buildings	6

Year 4, Semester 2

Module Code	Module Name	Level
BCU6FSA	Fire Safety	6
PRJ6PRA/ PRJ6PRS	Project	6

Year 5, Semester 1

Module Code	Module Name	Level
BSU6BPA	Building Pathology	6
PRJ6PRA/ PRJ6PRS	Project	6

Year 4 onwards for apprenticeship students

Year 4, Semester 1

Module Code	Module Name	Level
BCU6IDP	Integrated Design Project	6
BCU6PSB	Public Safety in Buildings	6
PRJ6CSP	Case Study Project	6

Year 4, Semester 2

Module Code	Module Name	Level
BCU6FSA	Fire Safety	6
BSU6BPA	Building Pathology	6
PRJ6CSP	Case Study Project	6

Year 5, Semester 1

Module Code	Module Name	Level
BCU6EPA	Building Control End Point Assessment	6

Delivery Structure for full-time study route (non-apprenticeship students)

Autumn (UK)

Year 1, Semester 1

Module Code	Module Name	Level
LAW4LST	Law for the Built Environment	4
MAN4POM	People and Organisational Management	4
LAW4RFW	Introduction to Regulatory Frameworks	4

Year 1, Semester 2

Module Code	Module Name	Level
TEC4DIG	Digital Technologies	4
CON4TE1	Construction Technology 1	4
CON4TE2	Construction Technology 2	4

Year 2, Semester 1

Module Code	Module Name	Level
LAW5PRL	Property Law	5
BSU5PCO	Planning and Conservation	5
BCU5CON	Building Control	5

Year 2, Semester 2

Module Code	Module Name	Level
ECO5BEC	Economics for the Built Environment	5
CON5TE3	Construction Technology 3	5
DES5DES	Design and Environmental Science	5

Year 3, Semester 1

Module Code	Module Name	Level
BCU6FSA	Fire Safety	6

Module Code	Module Name	Level
BSU6BPA	Building Pathology	6
PRJ6PRA/ PRJ6PRS	Project	6

Year 3, Semester 2

Module Code	Module Name	Level
BCU6IDP	Integrated Design Project	6
BCU6PSB	Public Safety in Buildings	6
PRJ6PRA/ PRJ6PRS	Project	6

Spring (UK)

Year 1, Semester 1

Module Code	Module Name	Level
TEC4DIG	Digital Technologies	4
CON4TE1	Construction Technology 1	4
CON4TE2	Construction Technology 2	4

Year 1, Semester 2

Module Code	Module Name	Level
LAW4LST	Law for the Built Environment	4
MAN4POM	People and Organisational Management	4
LAW4RFW	Introduction to Regulatory Frameworks	4

Year 2, Semester 1

Module Code	Module Name	Level
ECO5BEC	Economics for the Built Environment	5
CON5TE3	Construction Technology 3	5
DES5DES	Design and Environmental Science	5

Year 2, Semester 2

Module Code	Module Name	Level
LAW5PRL	Property Law	5
BSU5PCO	Planning and Conservation	5
BCU5CON	Building Control	5

Year 3, Semester 1

Module Code	Module Name	Level
BCU6IDP	Integrated Design Project	6
BCU6PSB	Public Safety in Buildings	6
PRJ6PRA/ PRJ6PRS	Project	6

Year 3, Semester 2

Module Code	Module Name	Level
BCU6FSA	Fire Safety	6
BSU6BPA	Building Pathology	6
PRJ6PRA/ PRJ6PRS	Project	6

Module Summaries

Core Modules

LAW4LST Law for the Built Environment

This module provides an introduction to the English and Welsh legal system and covers the law of contract and the law of tort. This module will consider the development and sources of English and Welsh law and how the law is enforced. The module will consider how a valid contract can be formed; the importance of contract clauses; how a contract can be breached and how it can be discharged; the consequences of discharge. The module will also consider the importance of the law of tort to the construction and property industry, with emphasis on negligence, occupiers' liability, nuisance and trespass to land, as well as an analytical approach to legal problem solving.

MAN4POM People and Organisational Management

This module explores the question of "what is management?" and seeks to distinguish it from leadership. It explains the role and function of management within organisations in the construction and the built environment. It also considers the role of change as a central theme as organisations seek to come to terms with issues that are constantly impacting, both positively and negatively, on the people, management and the structures of organisations.

TEC4DIG Digital Technologies

This module introduces students to the role of technology and data within the built environment and how it impacts on the roles within the property and construction profession. It starts to identify the digital literacies needed by professionals to meet the changing needs of clients and the industry as a whole. This enables the student to begin defining what role technology plays in their studies and in the workplace, and to evaluate the skills they need to develop.

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.

LAW4RFW Introduction to Regulatory Frameworks

This module provides an introduction to the fundamental legislative and regulatory frameworks under the law in England and Wales, as it affects built environment professionals. It focuses on regulatory frameworks relating to building regulations and planning controls, inclusivity, sustainability, health and safety, hazardous materials and the role of relevant professional, statutory and regulatory bodies.

CON4TE2 Construction Technology 2

This module provides an introduction to 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; legislation and fire safety. Key generic skills such as producing and understanding simple drawn information and professional report writing, are introduced. Examples of framed buildings are included, such as steel, reinforced concrete and timber construction applicable to buildings with different types of usage such as commercial, industrial and residential. Perspectives such as sustainability are also considered.

LAW5PRL Property Law

This module provides an introduction to the system of land law (including sales) in England and Wales with consideration of Scottish Law differences. It gives students a grounding in the basic principles of ownership of land (freehold and leasehold) including the acquisition and protection of third-party rights. It also provides an understanding of the common law and statutory rules governing the landlord and tenant relationship and aims to develop an analytical approach to legal problem-solving.

ECO5BEC Economics for the Built Environment

This module covers the application of basic economic theory to the four dimensions of property and construction sector activity: the market dimension, the public policy dimension, the temporal dimension and the spatial dimension. It draws on conventional micro- and macro-economics but also on aspects of managerial economics and economic geography. It encourages a recognition of the relevance of economic analysis to property-related issues and facilitates a command of the analytical skills used in property and construction economics.

BSU5PCO Planning and Conservation

This module provides a brief introduction to the evolution of buildings from the 18th to the 21st centuries. It also provides a brief introduction to the UK planning system. It comprises the dating of buildings through the evolution of materials and architectural styles; planning policy and plan making; the regulations affecting development; and contemporary planning issues. The overall emphasis is on a practical approach to the subject.

BCU5CON Building Control

This module introduces building control 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.

CON5TE3 Construction Technology 3

This module develops students' knowledge of the theory and practice of building, environment and technology for complex projects. It comprises the following broad subject areas: advanced construction techniques; technology/process innovation and development; components; building services; civil engineering; sustainability; legislation; building regulation; contaminated land; works incorporating existing buildings; (complex sites). It includes consideration of a range of complexities due to the site, the environment, construction or unusual situations.

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.

BSU6BPA Building Pathology

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.

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.

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.

PRJ6PRA/S Project (non-apprenticeship only)

The aim of this module is to enable the student to develop specific research skills and techniques so that they can interrogate issues and situations and resolve problems related to their area of interest. The module gives students an opportunity to apply their skills and knowledge to the resolution of an industry-based problem during a prolonged period of independent study. 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.

PRJ6CSP 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 in order 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 Tutor-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 40 credit Project module (non-apprentices) or the both the 20 credit Case Study Project module (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 tutor-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 Law for the Built Environment 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 students on other programmes (Building Surveying) at level 6 in the Integrated Design Project module, focusing on the elements of the collaborative project work which are relevant to their discipline but gaining insight into the work of other professionals in a project environment.

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 and Planning and Conservation modules at level 5 and Building Pathology 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 project-based research module is compulsory for all students. Non-apprenticeship students will undertake the Project module that supports reflection and professional competency readiness whilst apprenticeship students undertake a smaller alternative 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 Induction module 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 tutor-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, portfolios, reflections, problem or short questions or video presentations), computer-based assessments, and computer marked assessments (CMAs). The exact combinations of assessment will vary from module to module; however, a basic overview can be found below.

In general, there will be 2 assessments per module. The first assessment is usually either coursework or a CMA. The second assessment is usually coursework. Some modules may have up to a maximum of 4 assessments.

The project modules are assessed as follows:

- PRJ6PRA/S Project (for non-apprenticeship students only) has 2 assessments. The first assessment is coursework and the second assessment is a project report.
- PRJ6CSP Case Study Project (for apprenticeship students only) has 3 assessments: a case study identification and outline; a presentation; and a reflective summary.
- BCU6EPA Building Control End Point Assessment (for apprenticeship students only) has 2 assessments: an open book exam and an interview.

Study Support

Induction module

All students are expected to complete the non-credit bearing Induction module before the programme commences.

The purpose of the Induction module is to:

- begin to prepare the student for studying with UCEM;
- enable UCEM to identify further ways in which the Institution may be able to facilitate and support the student as they progress through their learning journey.

There are a variety of resources which will help the student to get started. These include tutorials regarding how to use the VLE, the UCEM e-Library and information regarding how to join a webinar. All of this information is key to having a successful start to supported online learning with UCEM.

There is a ‘Writing in Your Own Words’ e-learning resource and associated quiz. This resource aims to provide the student with relevant examples of referencing, and a clear understanding of what plagiarism is and how to avoid it. Additionally, the ‘Readiness for Learning’ questionnaire, prompts the student to consider the practicalities surrounding their studies.

This element of the Induction module is designed to provide feedback to the Institution in order to identify further ways in which UCEM may be able to facilitate and support the student as they progress. Further information relating to study skills support is also included.

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 Tutors and other students worldwide.

The Learning & Teaching 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 Learning and Teaching Enhancement Team works with departments to promote student retention, achievement and success. This work is achieved through a multi-faceted approach, which consists of:

- supporting learning on modules by responding to non-subject specific queries and assisting with synchronous learning delivery and making proactive contact with non-engaged students;
- identifying students who are at risk of interrupting their studies and/or withdrawing at specific points in the academic calendar;
- working with the Learning & Teaching team to identify ways in which student success can be further facilitated;
- supporting both students and the Learning & Teaching staff through timely interventions which may include creating support materials and providing academic study skills support through academic skills surgeries.

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

Additional Needs support is provided via a dedicated Disability and Wellbeing team at UCEM.

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 Tutors 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 tutor 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.