University of the Built Environment
EST. 1919

Patron: His Majesty King Charles III

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Certificate of Higher Education Built Environment Studies

Programme Specification 2026-2027

Version: 11.00

Status: Final

Date: 08/05/2026

Summary Programme Details

Final Award

Award: Certificate of Higher Education
Title of (final) Programme: Built Environment Studies
Credit points: 120
Level of award: 4

Intermediate award(s)

N/A

Validation

Validating institution: University of the Built Environment
Date of last validation: February 2024
Date of next periodic review: February 2029
Date of commencement of first delivery: September 2020
Duration: Part-time study: 1.5 years
Maximum period of registration: In accordance with the Academic and Programme Regulations (opens new window).
UCAS Code/ HECoS Code: K230/ 100216
Programming Code: UXXC
Other coding as required: BE(S)(F)

Professional accreditation / recognition

None

QAA Guidance

UK Quality Code for Higher Education (opens new window)

QAA Credit Framework for England (opens a new window)

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

OfS Standards

Office for Students (OfS) Sector Recognised Standards (opens a new window)

Programme Overview

Rationale

This programme provides students with a detailed understanding of the principles and practice involved in the property and construction industries, up to a Level 4 standard (the first level of a Bachelor's degree).

The programme provides the academic underpinning necessary to prepare students to start their journey towards a career as a Chartered Surveyor, without the initial financial and time commitment of a full Bachelor's degree. This means students can take control over the timing and progression of their studying to suit personal and career circumstances. Successful students can then choose to progress onto one of University of the Built Environment's accredited BSc (Hons) programmes.

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 64 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 University of the Built Environment 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@ube.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.

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

If an applicant does not meet the standard entry requirements University of the Built Environment 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. For Hong Kong students, the application will be assessed by the Dean (Academic Portfolio and International). 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 University of the Built Environment Admissions and Recognition of Prior Learning Policy (opens new window).

English language requirements

All University of the Built Environment 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@ube.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

University of the Built Environment policy and procedures for Recognition of Prior Experiential Learning (RPEL) and Recognition of Prior Learning (RPL) are set out in the University of the Built Environment Admissions and Recognition of Prior Learning Policy (opens new window). This policy statement takes precedence in any such decision.

RPL does not normally enable transfer of credit to the programme note enable exemption from any component on the programme.

Programme Progression

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

Successful completion of the Certificate of Higher Education may enable the student to progress onto University of the Built Environment's BSc (Hons) programmes.

Award Regulations

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

Career Prospects

The programme serves as a springboard for both further study and/or entrance into the professional workforce. This programme equips students with the essential foundation blocks to consider a number of the professional pathways within the property and construction industries. The following list provides a range of the types of careers that students may pursue after completing this programme:

- Construction Management;
- Quantity Surveying;
- Building Surveying;
- Property agency and management;
- Property valuation and investment.

Built Environment professionals work in both the private and public sectors, predominantly in the UK but there are increasing opportunities to work in other countries depending on the type and nature of the employer organisation.

Programme Aims

Programme aims

The programme aims to provide students with a thorough understanding of the principles and practices of the built environment. It provides students with a progressive development of knowledge and skills at the first level of a BSc degree award, Level 4. Students will have the opportunity to continue their studies to complete a full BSc (Hons) degree from University of the Built Environment's of available programmes and complete Level 5 and 6 of the full BSc award.

The programme is designed to ensure that students have a stimulating and challenging education relevant to their level of study, which serves as a springboard into further study and/or the professional workplace. Students will also develop a broad range of skills which are transferable across other industries.

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.

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	Elective
INT4VAL*	Introduction to Valuations	4	20	Elective

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.

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

*Students who wish to consider progression onto the BSc (Hons) Real Estate Management programme should study INT4VAL Introduction to Valuations instead of INT4BE2 Introduction to the Built Environment 2.

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 INT4VAL LAW4RBE PRO4BPR
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 INT4VAL 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.	All
D4.3.	Demonstrate various methods of communicating information.	All
D4.4.	Identify and solve problems within guided scenarios.	All

Delivery Structure

Autumn (UK) Entry

Year 1, Semester 1

Module Code	Module Name	Level
INT4BE1	Introduction to the Built Environment 1	4
INT4SUS	Introduction to Sustainability	4

Year 1, Semester 2

Module Code	Module Name	Level
CON4TE1	Construction Technology 1	4
PRO4BPR	Professional and Business Practice	4

Year 2, Semester 1

Module Code	Module Name	Level
LAW4RBE	Introduction to Regulatory and Built Environment Law	4
INT4BE2 or INT4VAL	Introduction to the Built Environment 2 or Introduction to Valuations	4

Spring (UK) Entry

Year 1, Semester 1

Module Code	Module Name	Level
INT4BE1	Introduction to the Built Environment 1	4
INT4SUS	Introduction to Sustainability	4

Year 1, Semester 2

Module Code	Module Name	Level
LAW4RBE	Introduction to Regulatory and Built Environment Law	4
INT4BE2 or INT4VAL	Introduction to the Built Environment 2 or Introduction to Valuations	4

Year 2, Semester 1

Module Code	Module Name	Level
CON4TE1	Construction Technology 1	4
PRO4BPR	Professional and Business Practice	4

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 University of the Built Environment, 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 University of the Built Environment, students will also learn about the University'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.

Elective Modules

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.

INT4VAL Introduction to Valuations

The purpose of this module is to lay the foundations for the study of valuation, a cornerstone of real estate management, by providing knowledge of the context, purpose, and process of property valuation. Valuation is defined, the market and types of property are explored, and the purpose of valuation is established. Students will also be introduced to the Five Methods of Valuation, the process of valuation and the need for regulation with reference to the RICS Valuation Standards (Red Book). As students will be more familiar with residential property, this will be the initial focus before moving on to commercial property.

Learning, Teaching and Assessment

Learning and Teaching

Knowledge and understanding

The teaching, learning and assessment strategy for the programme is guided by the University-wide Learning, Teaching and Assessment Strategy (LTAS). 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.

Intellectual skills

Learning and teaching methods are applied to enable the development of cognitive skills. These skills are aligned to those used by property and construction professionals, 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 included in this programme's modules introduce the theoretical and practical understanding that will allow students to have a practical understanding of key elements and components that support and drive the students ability to engage with the property and construction industries.

Specific subject themes will vary depending on the choice of module in semester 3 however, examples of these subjects include the planning, construction, evaluation, and regulation of buildings; basic economic theory; the practical application of the influence of ethical social and regulatory requirements; knowledge of the context, purpose, and process of property valuation. Students are provided with a general legal background to contract law together with other aspects of law such as health and safety, relevant tort law, planning policy, party wall and other neighbour related law.

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. The Study Skills area of the VLE is a further resource for support in developing these skills.

Assessment

The assessment strategy for the programme is guided by the University of the Built Environment-wide Learning, Teaching and Assessment Strategy (LTAS). The aim of University of the Built Environment'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.

University of the Built Environment'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 award is subject to moderation policies. Moderation at University of the Built Environment 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.

Study Support

BE Ready Orientation

The purpose of BE Ready is to prepare students for online learning with the University 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 University 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 the University of the Built Environment.

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 the University of the Built Environment's VLE and academic facilitation and support is provided online giving student's access to the University 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 the University administrative teams provide support for assessments and technical issues including ICT. University of the Built Environment's VLE 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 and 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 University of the Built 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, the University 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 University of the Built Environment 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 University of the Built Environment e-Library is on a 24/7 basis and the University has a full-time librarian during normal UK working hours.