University of the Built Environment
EST. 1919

Patron: His Majesty King Charles III

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MSc Building Surveying

Programme Specification 2026-2027

Version: 34.00

Status: Final

Date: 08/05/2026

Summary Programme Details

Final Award

Award: MSc
Title of (final) Programme: Building Surveying
Credit points: 180
Level of award: 7

Intermediate award(s)*

Intermediate award 1: Postgraduate Diploma Building Surveying
Credit points: 120
Level of award: 7

Intermediate award 2: Postgraduate Certificate Building and Property Studies
Credit points: 60
Level of award: 7

*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: Chartered Surveyor (Degree)
Reference number: ST0331
End Point Assessment: non-integrated
End Point Assessment Organisation: Royal Institution of Chartered Surveyors (RICS)
Link to apprenticeship standard: Chartered Surveyor
Link to assessment plan: Chartered Surveyor Assessment Plan

Validation

Validating institution: University of the Built Environment
Date of last validation: February 2025
Date of next periodic review: 2030
Date of commencement of first delivery: September 2014
Duration: 2 years or 2 years plus external end point assessment, if taken as part of an apprenticeship programme.
Maximum period of registration: In accordance with the Academic and Programme Regulations (opens new window).
UCAS Code/ HECoS Code: N/A/ 100216
Programming Code: PMSC
Other coding as required: BSS

Professional accreditation / recognition

Accrediting/recognising body: **Royal Institution of Chartered Surveyors (RICS)**
Details of the accreditation/recognition: MSc accredited. RICS is also the End Point Assessment Organisation for the apprenticeship programme.
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: MSc accredited (subject to conditions)
Date of last programme accreditation/recognition: January 2026
Date of next periodic review: January 2031

Accrediting/recognising body: **Chartered Association of Building Engineers (CABE)**
Details of the accreditation/recognition: MSc accredited
Date of last programme accreditation/recognition: August 2025
Date of next periodic review: 2030

Accrediting/recognising body: **Hong Kong Institute of Construction Managers (HKICM)**
Details of the accreditation/recognition: MSc accredited. Graduates with this award are academically acceptable for Member class of membership of HKICM. An applicant for the Member class must have also fulfilled the admission criteria as stipulated in the HKICM Membership Handbook.
Date of last programme accreditation/recognition: April 2026
Date of next periodic review: April 2031

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

Building surveying is a growing, international, professional discipline dealing with the inspection, maintenance and refurbishment of existing buildings. Building surveyors also advise clients about sustainable design, planning and conservation, with clients ranging from homeowners to commercial and industrial companies.

This supported online learning programme covers the core technical disciplines of the building surveying specialism and their role within the wider context of built environment professional disciplines.

The programme benefits from a range of contemporary, well-supported teaching and learning techniques, including practical project work to improve career prospects in the public and commercial sectors throughout the UK and overseas.

This is one of a suite of Master's conversion programmes designed to enable graduates from disciplines unrelated to construction and real estate to obtain a RICS, CIOB, CABE and HKICM accredited degree, giving access to professional membership.

Entry Requirements

Entrants to this programme normally are required to have attained one of the following:

- a Bachelor's Degree with honours at lower second standard (2:2), or equivalent;

Or

- a Bachelor's Degree, or equivalent, plus experience in a relevant field;

Or

- a Level 5 qualification as defined by Framework for Higher Education Qualifications for England, Wales and Northern Ireland (FHEQ) plus 5 years' relevant experience;

Or

- a professional qualification plus 5 years' relevant experience.

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 or for students in Hong Kong by the Dean (Academic Portfolio and 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 University of the Built Environment Admissions and Recognition of Prior Learning Policy (opens new window).

Apprenticeship programme

Applicants to the apprenticeship programme must also:

- Have the right to work in England, meet Department for Education (DfE)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.
- Have GCSE Grade 4 (or C) or above in Mathematics, or an equivalent qualification. For further information on equivalent qualifications please contact admissions@ube.ac.uk.

  Applicants for the apprenticeship programme that are 19+ years old are not required to have accepted equivalent Level 2 maths and English qualifications (opens new window). However, the DfE will fund functional skills qualifications if deemed necessary by the Employer and apprentice. The employer and apprentice will be informed of their options at point of admission, and they will be required to confirm that they opt in or out of further level 2 study to proceed.
- Meet all of the funding eligibility requirements contained in the DfE funding rules.

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

English language requirements

All University of the Built Environment programmes are taught and assessed in English. The applicant will therefore be required to demonstrate adequate proficiency in the language before being admitted to a course:

- 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 6.0 or above, with at least 6.0 in the reading and writing modules, in the International English Language Testing System (IELTS) academic test administered by the British Council.

- 88 or above in the Internet option, 230 or above in the computer-based option or 570 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.
- 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.

University of the Built Environment 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 at least one-third of any award must be accumulated as a result of learning assessed by the University, subject to any overriding Professional, Statutory and Regulatory Body requirements. For programmes leading to MSc or MBA awards:

- at least 100 credits (including the final project module) must be accumulated as a result of learning assessed by the University, and
- the final project module must be based on work completed while a student at the University and not before.

Programme Progression

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

Successful completion of the MSc will enable the student to apply to the relevant professional body for membership, or to apply for a PhD/MPhil, or to conduct further research.

Award Regulations

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

Career Prospects

This programme will provide a route for both non-cognate and semi-cognate graduates into careers associated with membership of the CIOB, CABE and RICS.

This programme equips students with the essential subject knowledge and postgraduate skills and expertise to enable them to enter and work within the building surveying areas of practice within the property industry.

The opportunities available are fairly extensive, and include the following career opportunities in professional practice:

- Property management;
- Building surveying;
- Design, planning and conservation;
- Building control;
- Property development.

Programme Aims

Programme aims

The programme is designed for holders of a Bachelor's Degree or equivalent to study a Master's award that is focused on the core disciplines associated with building surveying.

It develops students' abilities to integrate interdisciplinary theory and practice, and to research and evaluate data in order to solve complex problems.

The programme also prepares students with a foundation for further professional development and extension of their knowledge, in preparation for further academic study at PhD level.

Market and internationalisation

This programme is aimed at a UK and broad international audience. However, it has as its basis UK law and regulatory controls.

The programme aims to utilise international case studies to further understanding and, where possible, international case studies are considered along with international codes and conventions.

The apprenticeship route is available to UK students only.

Programme Structure

Module List

Code	Module	Level	Credits	Core/ Elective
PMA7PRM	Project Management in the Built Environment	7	20	Core
CON7TEC	Construction Technology	7	20	Core
LAW7LBE	Law for the Built Environment	7	20	Core
BSU7RFS	Regulation and Fire Safety	7	20	Core
BSU7BMM	Building Maintenance and Management	7	20	Core
BSU7BPA	Building Pathology	7	20	Core
BSU7CAB	Conservation and Adaptation of Buildings	7	20	Core
PRJ7PRA/ PRJ7PRS	Postgraduate Project	7	40	Core

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.

Learning Outcomes

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

A – Knowledge and understanding

Learning Outcomes		Relevant modules
A7.1	Demonstrate a comprehensive understanding of the role of a building surveyor in an international context.	CON7TEC BSU7CAB LAW7LBE
A7.2	Demonstrate a critical awareness of issues relevant to building surveying as informed by research and practice.	BSU7RFS BSU7BPA BSU7BMM PRJ7PRA/ PRJ7PRS
A7.3	Select and evaluate the theories, socio-economic factors and techniques appropriate to the design, construction, assessment, maintenance and management of the built environment.	CON7TEC PMA7PRM BSU7BMM
A7.4	Synthesise knowledge of construction, building pathology, maintenance, mainstream technology, building adaptation and sustainability to meet the professional demands of a building surveyor.	CON7TEC BSU7BPA BSU7CAB

B – Intellectual skills

Learning Outcomes		Relevant modules
•	Critically evaluate the rigour and validity of established research, enquiry and scholarship to synthesise a range of information and solve complex problems involving creative application of building surveying knowledge together with further research and enquiry.	BSU7RFS BSU7BPA BSU7BMM PRJ7PRA/ PRJ7PRS
B7.1	Evaluate the rigour and validity of published research and its relevance to building surveying issues.	PMA7PRM BSU7CAB BSU7BPA

	PRJ7PRA/ PRJ7PRS

C – Subject practical skills

Learning Outcomes		Relevant modules
•	Acquire, analyse, and evaluate data, judge its relevance and validity to a range of building surveying contexts and communicate and advising effectively using a range of media (for example, verbally, in writing, and through digital media).	PMA7PRM LAW7LBE BSU7RFS BSU7BMM PRJ7PRA/ PRJ7PRS
C7.1	Demonstrate an international perspective regarding the impact and responsibility of building surveying and building surveyors on business, societies and the environment to deliver an inclusive environment, recognising the diversity of user needs by putting people at the heart of the building surveying process.	CON7TEC PMA7PRM BSU7CAB
C7.2	Consistently apply subject specific knowledge and integrate theory, practice, legal and regulatory frameworks making informed decisions to deal with complex building surveying situations.	BSU7RFS BSU7BMM BSU7CAB LAW7LBE

D - Key / Transferable skills

Learning Outcomes		Relevant modules
•	Demonstrate professional and ethical communication appropriate for relevant stakeholders.	BSU7RFS BSU7BMM BSU7BPA BSU7CAB
D7.1	Evaluate and apply subject-specific knowledge and integrate theory and practice to make informed decisions to deal with complex problems and take actions that reflect care, concern and responsibility for themselves, for others (of all ages and abilities) and for the environment, now and in the future.	BSU7RFS BSU7BMM BSU7BPA BSU7CAB

D7.2	Demonstrate proactivity and originality in problem-solving, and the ability to act autonomously in planning and implementing tasks at a professional level.	BSU7RFS BSU7BMM BSU7BPA LAW7LBE
D7.3	Demonstrate independent, self-directed learning, as required for continuing professional development.	PMA7PRM LAW7LBE BSU7RFS
D7.4	Critically evaluate data and develop solutions that reflect a holistic approach to sustainability and the opportunities and constraints this presents.	PMA7PRM CON7TEC BSU7BMM BSU7BPA BSU7CAB

Delivery Structure

Autumn (UK) Entry

Year 1, Semester 1

Module Code	Module Name	Level
PMA7PRM	Project Management in the Built Environment	7
CON7TEC	Construction Technology	7

Year 1, Semester 2

Module Code	Module Name	Level
LAW7LBE	Law for the Built Environment	7
BSU7RFS	Regulation and Fire Safety	7

Year 2, Semester 1

Module Code	Module Name	Level
BSU7BPA	Building Pathology	7
BSU7BMM	Building Maintenance and Management	7
PRJ7PRA/PRJ7PRS	Postgraduate Project	7

Year 2, Semester 2

Module Code	Module Name	Level
BSU7CAB	Conservation and Adaptation of Buildings	7
PRJ7PRA/PRJ7PRS	Postgraduate Project	7

Spring (UK) Entry

Year 1, Semester 1

Module Code	Module Name	Level
PMA7PRM	Project Management in the Built Environment	7
LAW7LBE	Law for the Built Environment	7

Year 1, Semester 2

Module Code	Module Name	Level
CON7TEC	Construction Technology	7
BSU7BPA	Building Pathology	7

Year 2, Semester 1

Module Code	Module Name	Level
BSU7RFS	Regulation and Fire Safety	7
BSU7CAB	Conservation and Adaptation of Buildings	7
PRJ7PRA/PRJ7PRS	Postgraduate Project	7

Year 2, Semester 2

Module Code	Module Name	Level
BSU7BMM	Building Maintenance and Management	7
PRJ7PRA/PRJ7PRS	Postgraduate Project	7

Module Summaries

Core Modules

PMA7PRM Project Management in the Built Environment

This module explores the strategic and organisational challenges of project management within the built environment, with a focus on the management of construction focused projects. The variance of skillsets and the professional disciplines required to manage, plan, and control, the safe, and compliant, delivery of built assets are addressed in the context of key project drivers.

CON7TEC Construction Technology

This module develops the principles of construction technology, including modern, innovative and traditional construction. Within the framework of a sustainable built environment, assessment methods and relevant codes and regulations are explored in providing for a sustainable agenda and inclusive design.

LAW7LBE Law for the Built Environment

This module introduces English law, the legal system and the law-making process. Students are introduced to the law of contracts, the formation, acceptance and validity, and typical contract types. Students are introduced to the law of tort which deals with 'civil wrongs'. Health and safety legislation is addressed, and the role of local authorities as part of the planning process, and for the approval of building regulations. Conflict avoidance, dispute resolution and, particularly, Alternative Dispute Resolution, is provided.

BSU7RFS Regulation and Fire Safety

The module investigates the principles and practice of planning regulations, building regulations and fire safety. This develops students' ability to analyse the purpose of planning & building regulations and the relevance of both regulations and to apply these protocols to a range of scenarios. This module provides an understanding of the Building Act and Approved Documents (England & Wales), international building standards, inspections, non-compliance, fire safety in domestic and non-domestic buildings.

BSU7BMM Building Maintenance and Management

This module focuses on building surveying practice. The focus will be to 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 involving buildings in the occupied part of their lifecycle. This includes providing professional advice regarding different types of surveys, maintenance theory and practice; contract administration; professional ethics; dilapidations, neighbour and boundary matters (including party walls and rights of light).

BSU7BPA Building Pathology

The module investigates building pathology in the context of professional practice. It develops students' ability to recognise, analyse and remedy building defects in a range of scenarios, and provides an understanding of inspection, testing and monitoring techniques to ensure that the most appropriate diagnosis and reporting of building defects.

BSU7CAB Conservation and Adaptation of Buildings

This module investigates the wider context and technical issues regarding both the conservation and adaptation of existing buildings. The module covers the history of architecture enabling the student to identify different ages and key feature that make up existing buildings. This allows the student to make informed decisions about the alteration and adaptation of building with in-module developed skills of drawing and design theory.

PRJ7PRA/PRJ7PRS Postgraduate Project

This module requires students to develop their research skills within the context of the built environment and is a key part of their wider professional development. It provides them with an opportunity to conduct a self-directed research project that reflects the culmination of their studies in the relevant programme. The topics selected are expected to reflect the current and critical issues that concern the built environment. For many students the development of case study research, often emanating within their own workplace or arising from their professional activity, will be an appropriate approach to demonstrate research and expertise in a specific area.

University of the Built Environment Competence Standards

All undergraduate and postgraduate students are expected to meet the basic academic competencies laid out in the admissions criteria for their degree programme. Additionally, University of the Built Environment students are expected to meet the following competency standards:

1. **Competence Standard**: The ability to work independently and/or as part of a team, for the purposes of research, collective problem solving and communication of results/findings.

Justification: Professionals in the built environment are required to work with a variety of stake holders to achieve joint and individual targets. University of the Built Environment graduates should be capable in both settings

2. **Competence Standard:** The ability to exercise self-learning and use acquired theoretical and practical knowledge.

Justification: Students in higher education are required to engage in self-directed learning to achieve learning outcomes. Support is available from University of the Built Environment to acquire these skills.

3. **Competence Standard:** The ability to effectively present key facts, ideas, problem solutions, results etc. using verbal, expressive, and/or written communication.

Justification: Professionals within the built environment sector are required to present information to colleagues, clients, and other stakeholders in a variety of formats. University of the Built Environment graduates should be able to display these skills.

4. **Competence Standard:** The ability to submit work within agreed time frames.

Justification: Working to deadlines is a key requirement of professionals in the built environment. University of the Built Environment courses have a maximum period of registration that must align with accrediting PSRBs.

5. **Competence Standard**: The ability to use digital resources as an aid to research, analysis, problem solving and presentation.

Justification: University of the Built Environment's delivery method is entirely online with no physical campus. Support is available to assist with use of digital resources.

6. **Competence Standard:** The ability of learners to express and develop ideas using digital literacy in English.

Justification: University of the Built Environment is an online institution based in the UK. Students must have the ability to communicate in English through University of the Built Environment's online platforms.

7. **Competence:** The ability to critically interpret qualitative and/or quantitative data

Justification: Built environment professionals are required to handle both qualitative and quantitative data. University of the Built Environment's assessments also require critical interpretation, support is available to develop these skills.

8. **Competence:** Knowledge of the general principles and practices of professional codes of conduct.

Justification: University of the Built Environment courses are accredited by RICS, CIOB and CABE. Students seeking professional accreditation are also advised to consult the relevant PSRB which identifies key competencies for various levels of professional competence.

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.

Students are encouraged to research beyond the material provided and undertake self-directed learning throughout their programme.

Module delivery follows a standard format, incorporating a range of subject appropriate resources suitable for the online learner. This may include, but is not limited to, audio-visual presentations, interactive case studies and online journals.

In the Postgraduate Project module, self-directed learning and problem solving further enhances knowledge and understanding, focusing on students' own chosen research topic.

Intellectual skills

Learning and teaching methods are applied to enable the development of cognitive skills. These skills are aligned to those used by Building 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.

Students are encouraged to develop and apply their knowledge and understanding through a range of online activities and exercises. These require students to apply research and analysis to industry issues.

Subject practical skills

The subject themes of the programme introduce the theoretical foundations and develop them in an increasingly applied and specialised context as the programme progresses with building surveying specific modules occurring later in the programme.

All the core compliances are taught within the course. Examples of the subjects specific to building surveying include construction in the Regulation and Fire Safety, Building Maintenance and Management, Conservation and Adaptation of Buildings and Building Pathology modules.

The Law for the Built Environment module provides a broad legal background to built environment law which is built on further in Building Maintenance and Management. Other aspects of law such as health and safety, Law of Tort, planning policy and management related law, the Law of Dilapidations and environmental law are studied in other modules during the programme

particularly Regulation and Fire Safety and Building Maintenance and Management.

The refurbishment, alteration, maintenance and restoration of properties are developed in modules primarily in Building Maintenance and Management, Conservation and Adaptation of Buildings, Regulation and Fire Safety and Building Pathology. These modules expand on the general construction technology taught in Construction Technology.

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.

The learning activities in this programme require students to undertake research, evaluate their findings and develop solutions. The teaching of module topics requires students' engagement with a range of online activities that develop research and evaluation skills and cultivate a systematic approach to problem solving. Engagement with the University of the Built Environment learning community develops communication and collaboration skills. Additional support for transferrable skills is delivered via the joint programme webinars delivered to the student throughout the year. Students also have the opportunity to develop transferrable skills through formative and summative opportunities within the modules.

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, 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.

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 (except for PRJ7PRA/S Postgraduate Project which has 2 assessments: a research proposal and the final project submission).

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.

Workplace apprenticeship support and apprenticeship support from the University

Students who 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 the University, 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 at Master's level 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.