



Postgraduate Single- Module Study for Continuing Professional Development (CPD)

Programme Specification 2026- 2027

Version: 17.00

Status: Final

Date: 29/06/2026

Summary Programme Details

Final Award

Award: Certificate of Personal and Professional Development (CPPD)
Title of (final) Programme: Single-module study for Continuing Professional Development (CPD)
Credit points: Up to 40 credits
Level of award (QAA FHEQ): 7

Available upon accumulation of credit

Award 1: Postgraduate Certificate Built Environment Studies

Credit points: 60 i.e., students can choose to be awarded upon accumulation of 60 credits through multiple registrations on the Single Module Study programme.

Level of award (QAA FHEQ): 7

Award 2: Postgraduate Certificate Building and Property Studies

Credit points: 60 i.e., students can choose to be awarded upon accumulation of 60 credits on a single pathway through multiple registrations on the Single Module Study programme. See sections on Programme Progression and Award Regulations for more information.

Level of award (QAA FHEQ): 7

Validation

Validating institution: University of the Built Environment

Date of last validation: February 2025

Date of next periodic review: September 2030

Date of commencement of first delivery: September 2017

Duration: 1 Semester

Maximum period of registration: 3 years

UCAS Code/ HECoS Code: N/A/ 100150

Programming Code: PXX

Other coding as required: CPD

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Professional accreditation / recognition

Accrediting/reconising body: N/A

Details of the accreditation/recognition: N/A

Date of last programme accreditation/recognition: N/A

Date of next periodic review: N/A

QAA Guidance

[UK Quality Code for Higher Education \(opens new window\)](#)

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

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

Programme Overview

Rationale

The programme is designed for students wishing to undertake a single module, or a selection of modules, from University of the Built Environment's postgraduate provision for the purposes of Continuing Professional Development (CPD). This provision is primarily aimed at experienced employees in professional practice seeking to gain additional specialist knowledge or to gain knowledge in new areas. A wide range of subjects are covered by the modules that are suited to various professional disciplines. The programme is also designed to support experienced- practitioners in the built environment who do not meet the entry criteria for study on the University's MSc programmes who wish to take one module to see if they can manage masters level study before committing to an MSc programme.

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

- an Ordinary 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 of School (Academic Portfolio and International), who will give careful consideration to any professional and life experiences as well as

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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 [Code of Practice: Admissions and Recognition of Prior Learning \(opens new window\)](#).

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 [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. However,

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RPEL and RPL do not normally enable transfer of credit into the programme nor enable exemption from any component on the programme.

Programme Progression

The programme is a vehicle for structured learning to supplement training and CPD needs. Students who are successful in completing the programme at the first attempt will be awarded a Certificate of Personal and Professional development and will be offered entry onto the University MSc programme associated with their completed module.

If a student wishes to enter a MSc programme not associated with the module they have completed, then they must first have a discussion with the relevant Programme Leader to ensure their success on the intended programme. With the relevant Programme Leader's agreement, students successful at the first attempt can be offered entry to any University of the Built Environment MSc programme.

Students who are unsuccessful in completing their chosen module at the first attempt will be offered a final resubmission attempt. If they complete the module at the resubmission attempt, they will be awarded a Certificate of Personal and Professional Development. They may then apply to take a further CPPD programme.

This programme is not professionally accredited and cannot be used on its own for meeting the requirements for membership of the Royal Institution of Chartered Surveyors (RICS), or the Chartered Institution of Building (CIOB). However, it may be used for meeting the Continuing Professional Development (CPD) requirements for professional membership.

Award Regulations

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

Successful completion will result in the participant receiving a University of the Built Environment Certificate of Personal and Professional Development (CPPD), as well as confirmation of completion of the 200 hours of study completed in compliance with the pre- or post-qualification CPD requirements of relevant professional bodies.

Upon the accumulation of 60 credits (i.e., 3 modules) through multiple registrations on the Single Module Study programme, students can choose to be awarded the Postgraduate Certificate Built Environment Studies (no pathway) or Postgraduate Certificate Building and Property Studies (specified pathway). To be awarded a Postgraduate Certificate, credits must have been accumulated on the

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Single Module Study programme within the last 7 years, in line with University of the Built Environment's Code of Practice Admissions and Recognition of Prior Learning on maintaining relevance of learning. If this option is taken, the University will not require CPPD certificates to be returned in order to grant the Postgraduate Certificate.

Career Prospects

This programme supports students in furthering their professionalism within industry and will enhance their career path opportunities.

This programme enables students to decide whether to progress to a University of the Built Environment accredited Master's programme.

Programme Aims

Programme aims

The Programme is designed for holders of a professional qualification and/or a non-cognate or semi-cognate Bachelor's Degree to study a postgraduate module that is focused on the core disciplines associated with a range of built environment pathways. It develops a student's ability 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, including completion of a Postgraduate Certificate or Master's award at the University.

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 construction and surveying is considered along with international codes and conventions.

Programme Structure

Students can choose to study whichever modules interest them. There are, however, limitations on module choice depending upon motivation for study.

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Students who wish to take one module to see if they can manage masters level study before committing to an MSc programme are strongly advised to take either PMA7PRM Project Management in the Built Environment if they wish to study MSc Building Surveying, Construction Management or Quantity Surveying OR VAL7VAE Valuation and Ethics if they wish to study MSc Real Estate OR either MAN7MLP Leading and Managing People or MAN7INE Innovation and Enterprise if they wish to study MBA.

Students who wish to study for the purposes of Continuing Professional Development (CPD) are advised to choose a module from the pathway that is relevant to their professional specialism.

- BS = Building Surveying (Related to: RICS Building Surveying Pathway).
- CM = Construction Management (Related to: RICS Project Management Pathway).
- QS = Quantity Surveying (Related to: RICS Quantity Surveying Pathway).
- MBA = Master of Business Administration (Related to: RICS Management and Consultancy Pathway)
 - To follow this pathway, you cannot take more than 2 of the following modules: INT7CON International Construction, INV7REV Investment Appraisal and Portfolio Management, PLN7PLD Planning and Development, PMA7PRM Project Management in the Built Environment, PTY7PRM Property Management, PTY7PRT Property Transactions, QSP7CAP Contract Administration and Practice, QSP7PRO.
- RE = Real Estate (Related to: RICS Valuation Pathway and Commercial Real Estate Pathway).
 - To follow this pathway, you cannot take both PTY7PRM Property Management and VAL7SVA Statutory Valuations, you must choose only one.

The choice of VAL7AVL Applied Valuation follows APC Valuation pathway whereas the choice of INV7REV Investment Appraisal and Portfolio Management follows APC Commercial Real Estate pathway (should this be a determining factor for a student).

- REAI = Renewable Energy and Artificial Intelligence
- UP = Urban Planning (Related to: RICS Planning and Development pathway).

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This choice may be dictated by the CPD requirements specified by some professional bodies. Choosing from a pathway also allows progression with full credit transfer onto our postgraduate programmes.

The choice of 'No pathway' allows a choice to be made from all modules but limits possibilities of progression onto subsequent postgraduate programmes, with potentially only some of the credit transferred.

Module List

Code	Module	Level	Credits	Core/ Elective	Semester *	Pathway
BSU7BMM	Building Maintenance and Management	7	20	Elective	Autumn	BS
BSU7CAB	Conservation and Adaptation of Buildings	7	20	Elective	Spring	BS
BSU7RFS	Regulation and Fire Safety	7	20	Elective	Spring	BS
CON7TEC	Construction Technology	7	20	Elective	Autumn	BS, CM, QS
INT7CON	International Construction	7	20	Elective	Spring	CM, MBA
INV7REV***	Investment Appraisal and Portfolio Management	7	20	Elective	Spring	RE, MBA
LAW7LBE	Law for the Built Environment	7	20	Elective	Spring	BS, CM, RE
MAN7FAC	Facilities Management	7	20	Elective	Autumn	CM

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Code	Module	Level	Credits	Core/ Elective	Semester *	Pathway
MAN7INE	Innovation and Enterprise	7	20	Elective	Spring	MBA
MAN7KNM	Knowledge Management	7	20	Elective	Spring	MBA
MAN7MFI	Management of Finance	7	20	Elective	Autumn	MBA
MAN7MLP	Leading and Managing People	7	20	Elective	Autumn	MBA
MAN7SMC	Strategic Management of Change	7	20	Elective	Autumn	MBA
PLN7ADP	Applied Digital Planning in the Built Environment	7	20	Elective	Autumn	UP
PLN7IDP	Introduction to Digital Planning and AI	7	20	Elective	Spring	UP
PLN7PCG	Planning Concepts, Context and Governance	7	20	Elective	Autumn	UP
PLN7PLD	Planning and Development	7	20	Elective	Autumn	RE, MBA
PLN7PPP	Planning Policy and Practice	7	20	Elective	Spring	UP
PLN7PSC	Placemaking for Sustainable Communities	7	20	Elective	Spring	UP

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Code	Module	Level	Credits	Core/ Elective	Semester *	Pathway
PLN7PTS	Planning Theory and Systems Thinking	7	20	Elective	Autumn	UP
PLN7RDA	Real Estate and Development Appraisal	7	20	Elective	Autumn	UP
PLN7VAP	Valuation for Planners	7	20	Elective	Autumn	UP
PMA7PRM	Project Management in the Built Environment	7	20	Elective	Autumn & Spring	BS, CM, QS, MBA
PTY7PRM	Property Management	7	20	Elective	Spring	RE, MBA
PTY7PRT	Property Transactions	7	20	Elective	Autumn	RE, MBA
QSP7BEC	Building Economics	7	20	Elective	Spring	QS
QSP7CAP	Contract Administration and Practice	7	20	Elective	Autumn	CM, QS, MBA
QSP7PCC	Post Contract Cost Control	7	20	Elective	Spring	QS
QSP7PRO	Procurement and Tendering	7	20	Elective	Spring	CM, QS, MBA
QSP7QCC	Quantification and Costing of Construction Work	7	20	Elective	Autumn	QS

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Code	Module	Level	Credits	Core/ Elective	Semester *	Pathway
REN7AID	AI Driven Decision Systems for Energy Planning	7	20	Elective	Spring	REAI
REN7CER	Clean Electrification Renewables, Storage, EVs and Hydrogen	7	20	Elective	Spring	REAI
REN7DAE	Data, AI and Ethics for Sustainable Energy Engineering	7	20	Elective	Autumn	REAI
REN7ESP	Renewable Energy and Sustainable Power Systems	7	20	Elective	Autumn	REAI
VAL7AVL**	Applied Valuation	7	20	Elective	Autumn	RE
VAL7SVA	Statutory Valuations	7	20	Elective	Spring	RE
VAL7VAE**	Valuation and Ethics	7	20	Elective	Autumn & Spring	RE

Notes

*Please note that the availability of modules and their delivery semester may vary year to year and will be confirmed on the University of the Built Environment website.

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** It is strongly advised that you study VAL7VAE Valuation and Ethics or have a firm understanding of the topics covered in VAL7VAE Valuation and Ethics, before attempting VAL7AVL Applied Valuation.

*** It is strongly advised that a student attempting INV7REV Investment Appraisal and Portfolio Management should already have a firm understanding of the concepts, such as the time value of money, which underpin the traditional and modern methods of commercial property valuation. Students should also have experience in the use of Microsoft Excel.

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

Learning Outcomes

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

A – Knowledge and understanding

Learning Outcomes	Relevant modules
A7.1 Demonstrate a critical awareness and systematic understanding of issues and the wider business context in the built environment sector as informed by research and practice.	All outcomes are tested in each module.
A7.2 Evaluate theories and techniques utilised in the built environment sector relevant to the selected module.	

B – Intellectual skills

Learning Outcomes	Relevant modules
B7.1 Synthesise a range of information and solve complex problems involving the creative application of built environment knowledge relevant to the selected module.	All outcomes are tested in each module.

C – Subject practical skills

Learning Outcomes	Relevant modules
C7.1 Acquire, analyse, and evaluate data and judge its relevance and validity to a range of built environment situations relevant to the selected module.	All outcomes are tested in each module.

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D – Key / Transferable skills

Learning Outcomes	Relevant modules
D7.1 Demonstrate a structured approach to research and decision making.	All outcomes are tested in each module.
D7.2 Communicate and collaborate effectively with relevant stakeholders within a built environment context.	
D7.3 Evaluate and apply subject-specific knowledge and integrate theory and practice to make informed decisions to deal with complex problems.	
D7.4 Demonstrate proactivity and originality in problem-solving, and the ability to act autonomously in planning and implementing tasks at a professional level.	
D7.5 Demonstrate independent, self-directed learning, as required for continuing professional development.	
D7.6 Demonstrate professional communication appropriate for relevant stakeholders.	May be met depending on module choice.
D7.7 Critically evaluate data and develop solutions that reflect a holistic approach to sustainability and the opportunities and constraints this presents.	

Module Summaries

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

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administration; professional ethics; dilapidations, neighbour and boundary matters (including party walls and rights of light).

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 features that make up existing buildings. This allows the student to make informed decisions about the alteration and adaptation of buildings with in-module developed skills of drawing and design theory.

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 and 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 and Wales), international building standards, inspections, non-compliance, fire safety in domestic and non-domestic buildings.

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.

INT7CON International Construction

This module focuses on the global construction arena. The module comprises the following topics; health and safety, culture, business, resource management, and constructing in tropical climates. The module will enhance the student's ability to recognise, analyse and develop many aspects of international construction and apply this in the international construction arena.

INV7REV Investment Appraisal and Portfolio Management

This module focuses on key principles underpinning commercial property investment in international markets. Detailed 'Discounted Cashflow' appraisal models using Microsoft Excel are applied to 'real world' scenarios to determine the viability (NPV/IRR) of both multi-tenanted commercial property investments and mixed portfolios. In the context of business planning, the module also focuses on

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key considerations of commercial property portfolio management, including the styles of portfolio management (i.e. core, core plus, value-added, opportunistic) and portfolio restructuring techniques used to protect and improve the risk/return profile of the property portfolio. Sustainability is a key theme at property and portfolio levels in this module.

It is strongly advised that a student attempting this module should already have a firm understanding of the concepts, such as the time value of money, which underpin the traditional and modern methods of commercial property valuation. Students should also have experience in the use of Microsoft Excel.

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.

MAN7FAC Facilities Management

This module aims to develop the understanding of, and practice in, the skills associated with facilities management, and the planning and controlling of the maintenance of built assets. The focus is the skills and knowledge required by the construction manager who may be involved in facilities management and the maintenance of built assets. Students will develop their understanding of the theory of facilities management, and construction management and technology from earlier modules, and will apply these theories in context.

MAN7INE Innovation and Enterprise

This module explores a number of innovation and enterprise models and importantly asks students to consider how they can help them and their organisation become more innovative in how they think, create, and implement fresh innovative approaches in the workplace.

The principles of enterprise and innovation are analysed in the context of different forms of organisation across the globe, in various commercial, public-sector and not- for-profit sectors, emphasising the importance and challenges of 'social' and 'sustainability-led' innovation.

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Marketing supports **innovation**, and **enterprise** driving business growth and competitive advantage by exploring trends and customer needs in the external environment.

MAN7KNM Knowledge Management

This module provides a blend of theory and current practice in knowledge management (KM) in a range of built environment organisations. Over the course of the module the importance of knowledge for organisational learning, as well as knowledge creation and organisational unlearning will be appreciated. Socio-cultural issues related to managing and sharing knowledge will be discussed in the second part of the module. Emerging technologies such as Artificial Intelligence (AI) will be discussed in the context of the aspect of knowledge management. For example, the place and role of AI in knowledge creation and sharing.

A global perspective on knowledge management will be incorporated into selected weekly topics, and in summative assessments these KM principles will be applied to the circumstances and business management issues in the student's own organisations, thereby enabling the organisation to fulfil its mission and strategic goals through effective knowledge management practices and processes.

Specific examples of sustainability will be considered, using appropriate elements from the UN sustainable development goals (SDG).

MAN7MFI Management of Finance

This module explores how quantitative concepts, methods, and skills can aid managers in the built environment sector in their planning and decision-making process. It assists students in modelling solutions to financial and business planning problems, thereby enhancing their ability to make more effective decisions that align with corporate objectives.

The first part of the module introduces the role and content of financial processes, both internal and external, to enhance understanding of this crucial aspect in decision-making. The second part focuses on how analytical concepts and risk analysis techniques can assist decision-makers and stakeholders in the construction and real estate industry. This section also emphasises the importance of complying with legal and ethical standards such as generally accepted accounting principles (GAAP) and international financial reporting standards (IFRS). This section also aims to address sustainable finance to fund projects with global impact. Sustainable finance for the built environment includes various sources that support green and energy-efficient projects.

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MAN7MLP Leading and Managing People

This module seeks to develop an understanding of the role that managers at different levels within the organisation have in relation to the leadership and management of the organisation's employees. It explores the distinction between leadership and management and examines how different global organisations may require different management and leadership styles. It also encourages participants to interrogate both their own management and leadership styles and those of other managers with a view to ensuring the future sustainability of their organisation.

MAN7SMC Strategic Management of Change

This module provides an integrated approach to corporate strategy and the management of change and innovation in a complex and uncertain business environment in the built environment.

Initially, consideration is given for frameworks to manage the long-term strategic direction of organisations within the built environment. Then essential marketing principles and models and the relevance of marketing strategies are explored. The remaining focus is then on enhancing understanding of, and response to organisational change through strategic concepts and associated factors. The determination of appropriate policies and strategies are explored within different cultural contexts to meet stakeholder interests.

PLN7ADP Applied Digital Planning in the Built Environment

This applied module builds on foundational knowledge of Introduction to Digital Planning and AI module, enabling students to critically evaluate, use, and implement digital tools in complex planning and infrastructure contexts. Through a series of real-world challenges, students apply methods such as predictive analytics, digital twins, scenario modelling, and collaborative digital platforms to plan-making and infrastructure management. The module examines emerging technologies and regulatory frameworks, focusing on ethical and resilient digital practice across housing, transport, water, and energy systems. By the end, students will be confident digital practitioners equipped to deliver inclusive, data-informed, and technologically enabled urban solutions.

PLN7IDP Introduction to Digital Planning and AI

This module introduces students to the transformative role of digital technologies, data, and artificial intelligence in the planning and delivery of the built environment. Students gain a conceptual and practical grounding in key digital tools and Artificial Intelligence (AI) concepts, including geospatial platforms, digital twins, and machine learning. The module explores how these tools are

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beginning to reshape planning decision-making, infrastructure systems, and professional roles, while critically examining the regulatory and ethical frameworks that guide their use. Emphasis is placed on building students' confidence in digital thinking, spatial data analysis, and understanding real-world urban challenges such as sustainability, mobility, and housing.

PLN7PCG Planning Concepts, Context and Governance

This module requires students to develop and embed an understanding and insight into the origins, status, and objectives of planning in the UK and internationally, along with the formal mechanisms and thought processes that drive it forward at a time of constant change. Students will be asked to consider the importance of sustainable development as a strategic aim of planning, and how this is interpreted in different ways by the range of stakeholders in different countries who engage in the planning system.

PLN7PLD Planning and Development

This module provides an introduction to planning law and the planning process relevant to property development. The property development process, including site selection, financial appraisal of development sites and development funding are also considered. The module blends a basic knowledge of town and country planning with the implementation of a real estate development project.

PLN7PP Planning Policy and Practice

This module introduces students to the real-world dynamics of the planning process in England, through a critical review of the prescribed stages of plan-making and decision-taking at a full range of strategic levels and spatial contexts. A central focus here will be the role of Statutory Development Plans (SDPs), and their integral components, Local and Neighbourhood Plans. Consideration will be given to how a full range of cross-sector stakeholders come to define an agreed spatial vision for their areas and determine individual development proposals in relation to that vision, as well as the practical and ethical qualities required of the different players in the planning process. Students will be encouraged to recognise conflicts that arise in the delivery of sustainable development and how effective leadership can help to ameliorate the process.

PLN7PSC Placemaking for Sustainable Communities

This module provides students with a focused introduction to placemaking, both as a concept and the outcome of collaborative working. They will explore the mix of regulations, delivery methods and techniques that inform the design and

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delivery of a consensus-based spatial strategy for a new town, urban extension, or a master planned community.

PLN7PTS Planning Theory and Systems Thinking

This module explores the evolution of urban planning thought and integrates systems thinking as a key framework for understanding the interconnectedness and complexity of urban environments. By the end of the module, students will have a deep understanding of the theoretical foundations of urban planning and the ability to apply systems thinking to address contemporary challenges, such as sustainability, equity, and resilience.

PLN7RDA Real Estate and Development

This module requires students to examine the motivations of primarily private-sector developers and the public-sector obligations of local planning authorities. It explores how, through early liaison, these can be balanced and a middle ground for development agreed. The module tracks the early stages of the development process from the client briefing, consideration of planning policy and guidance, information analysis and initial development design. This continues through to the financial appraisal and viability considerations and culminates in a pre-application agreement of an acceptable scheme that meets the requirements of both the developer and the public sector. Students will be asked to consider the risks involved in development process and the range of consequences emanating from success and failure as perceived from different perspectives.

PLN7VAP Valuation and Planners

This module enables students to be able to understand the need for valuations, the valuation process for a range of property types and the principal valuation approaches required for market valuations and compensation claims in cases of compulsory purchase. That knowledge, combined with an understanding of the RICS Valuation – Global Standards, the RICS Rules of Conduct and Valuer Registration, will enable students to understand how valuers are obliged to act ethically and professionally in providing valuation advice. Various methods of valuation are reviewed and a critical reflection of these methods is also developed to understand the limitations of the valuations that may be reviewed.

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

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disciplines required to manage, plan, and control, the safe, and compliant, delivery of built assets are addressed in the context of key project drivers.

PTY7PRM Property Management

The module develops the principles of law and practice appropriate to the effective and efficient management of commercial property both in the UK and globally. The focus is principally on the landlord and tenant relationship within legal and regulatory frameworks, but also encompasses property held for owner occupation. In business planning terms, this module also examines key issues, such as the strategic use of property, property performance evaluation, positive tenant management and life cycle planning, and evaluates how these issues inform the development of strategic advice. Accounting principles are addressed in the context of service charge management.

PTY7PRT Property Transactions

This module introduces students to the practice of estate agency, focusing on the commercial property market in the UK. It deals with the relationship between a client and agent during the contract for property agency and looks at the logic of location theory for commercial uses for leasing and sale. Students are introduced to the analysis of company accounts (profit and loss statements, cash flow statements and balance sheets) in order to establish the covenant strength of a prospective tenant in the letting process. The module also seeks to explain, firstly, how the sale (price and/or rent) is determined, and, secondly, to introduce students to the dynamics of various property markets as key functions of business planning. In selected module topics international students draw comparison between arrangements in the UK and their own jurisdictions.

QSP7BEC Building Economics

This module provides students with a comprehensive understanding of commercial aspects of a construction project including an appreciation of what affects the costs of a building, and the methods used to manage and control costs at the pre-contract stage of the project. The importance of lifecycle costs and the maintenance management of a building are also considered.

QSP7CAP Contract Administration and Practice

This module examines Joint Contracts Tribunal (JCT), New Engineering Contract (NEC) and International Federation of Consulting Engineers (FIDIC) Standard Forms of construction contracts to enable students to interpret and analyse the key provisions for effective control and management of a contract. The module

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also examines the interactions of stakeholders and addresses impartiality and lack of bias within construction contracts.

QSP7PCC Post Contract Cost Control

This module develops an understanding of the processes essential for effective control and management of cost during the construction phase of a project. Using a case study students will develop an understanding of how costs and risks are managed and techniques for reporting. It provides an introduction of cost management techniques relevant for valuing variations, valuations, final accounts and cost reconciliation. It will also develop students' understanding of how costs are reported to a professional standard.

QSP7PRO Procurement and Tendering

This module examines the principles and applications of project procurement. It also develops understanding of the effects of risk allocation on procurement choice and the impact this has on subsequent phases of the project cycle.

QSP7QCC Quantification and Costing of Construction Work

This module develops an understanding of the methods of quantification and costing used for tendering. It particularly focuses on the traditional measurement process and the production of a Bill of Quantities as part of the tendering process. This module will develop key practical skills in the quantifying and costing of common elements of construction work from drawings and specifications using a Standard Method of Measurement (SMM) following industry accepted conventions. A key focus of the module is to examine ethical practice in the role of the quantity surveyor in the context of measurement and costing. The module will also consider the use of IT systems and how they support the role of the quantity surveyor during quantification and costing.

REN7AID AI Driven Decision Systems for Energy Planning

This module focuses on the use of intelligent decision-support systems to guide complex choices in clean energy planning. Unlike earlier module, Data, AI and Ethics for Sustainable Energy Engineering, which introduce the fundamentals of AI and data-driven methods, this module emphasises strategic decision-making under uncertainty, multi-criteria optimisation, and the balancing of technical, economic, and societal trade-offs.

Students will work with advanced modelling techniques, stochastic methods, and optimisation frameworks to address planning challenges such as renewable integration, infrastructure expansion, and energy policy design. Drawing on industry and international case studies, students will apply decision-support tools

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to evaluate competing transition pathways, manage risk, and justify evidence-based strategies for resilient and sustainable energy futures.

REN7CER Clean Electrification Renewables, Storage, EVs and Hydrogen

This module explores the technologies and strategies underpinning clean electrification as a cornerstone of the global energy transition. It examines how renewable generation, energy storage, electric vehicles, and hydrogen systems can be integrated to enable reliable, decarbonised power systems. Students will engage with technical design, operational challenges, and innovation opportunities while applying simulation platforms, digital labs, and real-world case studies based on industry datasets to understand the role of clean electrification in achieving net zero targets.

REN7DAE Data, AI and Ethics for Sustainable Energy Engineering

This module explores the intersection of data science, artificial intelligence, and ethical frameworks in the context of sustainable energy engineering. Students will learn how data-driven methods and AI techniques (such as neural networks, optimisation, and intelligent control) can be applied to renewable energy systems, while also critically evaluating ethical and societal implications of digitalisation in the energy transition.

Learning is delivered through lectures, industry-informed case studies, and practical AI labs using real-world renewable energy datasets provided by academic and industrial partners. This ensures that students gain both the technical capability and ethical literacy required to deploy intelligent solutions responsibly within the global drive for net zero, with reference to the United Nations Sustainable Development Goals (UN SDGs) and Environmental, Social and Governance (ESG) principles.

REN7ESP Renewable Energy and Sustainable Power Systems

This module introduces the technical foundations of renewable energy and sustainable power systems, exploring the role of renewable technologies in achieving global decarbonisation goals. Students will study the principles, performance, and integration of key renewable energy sources, including solar PV, wind, hydro, and bioenergy, while examining how these interact with power networks, storage, and demand-side management. Emphasis is placed on system design, grid integration, and the challenges of delivering resilient and sustainable energy infrastructure.

Learning is supported through lectures, case studies, and virtual labs based on real-world datasets supplied by industry partners, ensuring students gain experience with the same data and tools used in professional practice.

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Assessments are similarly designed around industry-informed scenarios, enabling students to analyse renewable energy performance and evaluate sustainable power solutions within the wider context of the clean energy transition.

VAL7AVL Applied Valuation

This module aims to advance the knowledge, understanding, research and analytical skills to undertake complex and specialist valuations in both a UK and international context.

VAL7SVA Statutory Evaluations

The aim of this module is to equip the student with the knowledge and skills to carry out valuations for statutory purposes, specifically for compulsory purchase, planning compensation and rating. The module demonstrates how valuation principles and practice are applied to an artificial statutory context. It underlines the importance of using relevant case law and established practice within assessments, and the principles that underpin these disciplines.

VAL7VAE Valuation and Ethics

This module explores the need for valuations and the key approaches to valuation of freehold interest in property. This includes the comparison, investment (traditional and contemporary), with an overview of the profit and costs based methods. The strengths and weaknesses of these methods are explored. A central theme to this module is the RICS Rules of Conduct, RICS Valuation – Global Standards and wider professional regulation of valuation practice. The module encourages students to consider the practical application of these standards in both valuation and their area of practice.

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 2020–2025). 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.

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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.

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Intellectual skills

Learning and teaching methods are applied to enable the development of cognitive skills. These skills are aligned to those used by (*insert appropriate field e.g. Quantity Surveyors, 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

Students are encouraged to develop and apply their knowledge and understanding through a range of online activities and exercises.

They acquire, analyse, and evaluate data and judge its relevance and validity to a range of built environment situations relevant to the selected module.

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 through different learning methods. The Study Skills area of the VLE is a further resource for support in developing these skills. Modules require 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 learning community develops communication and collaboration skills.

The transferrable soft skills will be taught via the joint programme webinars delivered to the student throughout the year. The transferable soft skills will be tested through the summative and formative module assessments.

Assessment

The assessment strategy for the programme is guided by the University of the Built Environment-wide Learning, Teaching and Assessment Strategy (LTAS 2020–2025). 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

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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.

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;

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- 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 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.