Programme Specification
MSc Building Surveying

Date of Publication to Students [2014]

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at [http://www.bcu.ac.uk/tee], (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Institution / Body:	**Birmingham City University**
Teaching Institution:	**Faculty of Technology, Enginnering and the Environment** **Birmingham City University**
Interim Awards and Final Award:	**PG Certificate, PG Diploma, MSc**
Programme Title:	**MSc Building Surveying**
Main fields of Study:	**Surveying Practice and Studies** **Contract and Project Management** **Commercial and Facilities Management**
Modes of Study:	**Full & Part time**
Language of Study:	**English**
UCAS Code:	**Not applicable**
JACS Code:	**Not applicable**

Professional Status of the programme (if applicable):

This programme will seek accreditation from Royal Institution of Chartered Surveyors (RICS) and the Chartered Instute of Building

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

Master Award of Science

Programme philosophy and aims

The global built environment is an extremely dynamic marketplace and can offer exciting and challenging opportunities to the qualified professional in both existing and developing economies. For the professionally qualified Building Surveyor these opportunities and challenges are as varied as the clients, construction technologies, materials, regulatory requirements and architectural styles they will encounter. All of this including the increasing focus on the adoption of sustainability agendas for the management and upkeep of our existing building stock. The increasing complexity of buildings that are coming under the remit of the Building Surveyor means that they must become a more reflective and proactive practitioner if they are to manage, maintain and develop these buildings and ensure they continue as successful buildings into the future.

This MSc Building Surveying programme seeks to respond to a changing employment market and to the changing requirements of the UK and global built environment. Its aim is to give the students a broad yet rigorous grounding in the fundamentals of organising and managing existing buildings and work to existing buildings. It seeks to provide the students with the knowledge and skills that will meet the challenges presented by the globally evolving built environment marketplace.

The course focuses on furthering the knowledge and understanding of existing practitioners and will require them to challenge their existing ideas and experiances in considering the broadening Building Surveying marketplace. It aims to provide a rigorous grounding in the advanced skills needed to operate at a high level in industry and be competant in the solving the problems and challenges they will face. They will also be able to add value to their decisions through a thorough analytical approach and a be able to better implement them as a competent project manager. The programme develops the students abilities to be innovative and creative in solving unique problems; is designed to promote critical thinking and problem solving; and encourage students to engage in life-long learning and become an independent professional learner.

The central aim of the programme is to provide students with the capability:

to take a 'whole life' approach to construction economics, including client, contracting and consulting roles in the industry through strong financial, analytical, interpretative and teamwork skills.

The primary aims of the programme are:

- facilitate students to develop a systematic understanding of the knowledge and a critical awareness of the problems, issues and opportunities for the building surveyor in the management of existing buildings and development of existing buildings;
- improve students' awareness and appreciation of the conflicting interests within the built environment and the political, social, cultural, economic, technological, environmental, legal and organisational factors involved;
- develop students' problem-solving skills and inter-personal and communication skills and other competences;
- enable students to become more capable, creative, reflective and critical built environment professionals

Intended learning outcomes and the means by which they are achieved and demonstrated:

Learning Outcomes
In order to achieve the aims of the course, the learning outcomes are related to each of the following four main areas:

- Knowledge and understanding;
- Intellectual skills;
- Practical skills;
- Transferable skills.

On successful completion of the course the students will be able to:

Knowledge and understanding

1) Identify and define problems in the management of construction projects;
2) Understand and apply the principles of facilities management;
3) Describe the key functions of the Building Surveyor and be able to apply them in a practical setting;
4) Understand the practical application of the principles of commercial surveying as applied to a variety of building types and styles;
5) Understand the practical application or the principles of maintenance management as applied to a variety of building types and styles;
6) Place projects in the context of the law, regulation, sustainability, economics and social change.

Intellectual Skills

1) Critically appraise information collected;
2) Debate logically and coherently on issues in the management of construction projects;
3) Differentiate the diverse and multiple perspectives involved in the management of construction projects;
4) Synthesise theory and practice to design / implement practical solutions;
5) Conceptualise new practice through lateral thinking.

Practical Skills

1) Interpret information in the management of construction projects and existing buildings with regard to maintenance/facilities/project management theory;
2) Apply competently the contemporary technologies used in the management of construction projects and existing buildings with regard to Maintenance/facilities/project management theory;
3) Evaluate different options available in the maintenance/facilities/project management of construction projects and existing buildings;

4) Make incisive decisions through an explicit and systematic understanding of the political, social, cultural, economical, technological, environmental, legal and organisational factors in the management of construction projects and existing buildings;

5) Apply research and advanced scholarship skills to inquire into the management of construction projects and existing buildings.

Transferable Skills

1) Manage time and prioritise workloads effectively;

2) Communicate in various forms coherently and comprehensibly to a diverse range of audience;

3) Work professionally and ethically with other people and contribute to team goals;

4) Access and make appropriate use of relevant materials and information;

5) Show confidence, self-awareness and self-reliance through critical reflection.

Learning teaching, and assessment methods used

Knowledge and Understanding

- Face-to-face traditional lecture, seminar, tutorial, self-directed study and peer review sessions.
- Directed independent learning activities are encouraged at all stages of the course.
- Knowledge and understanding are acquired through rich media web based curricula and use of collaborative technologies where appropriate.
- Knowledge and competence assessment is undertaken by tutors and peers. This is both formative and summative and includes seminars, viva-voce, coursework, practical case studies, theory projects, time constrained examinations, and practical assessments.
- Students are supported beyond the traditional face-to-face delivery by appropriate tools and technologies developed to support collaborative working.

Intellectual Skills

- Intellectual skills are developed through teaching and learning programme previously outlined.
- Analytical and problem solving skills are further developed using a range of appropriate 'real' and 'theoretical' case-studies and problem based learning scenarios.

- The formative assessments are to be used to monitor progress and to feed this progress back to the student.

- Assessment can include practical work, individual written coursework, group presentations, individual and group reports, practical assessments, closed and open book time constrained examinations.

Practical Skills

- The acquisition of appropriate and transferable practical skills is central to the learning strategy of the programmes.

- Initiative and independence are fostered throughout, and develop incrementally as the course progresses.

- Emphasis is place on guided, self-directed and student-centred learning, with increasing independence of approach, thought and process.

- Learners are encouraged to plan their own work schedules and are required to meet strict deadlines.

- Learners, who go on to do the MSc element of the course are required to plan and execute a related research project.

- The research methods element provides the vehicle for the development of research and learning skill developments.

Transferable skills

- Transferable/key skills are core to the learning strategy of the programme. They are pervasive, and are incorporated into work units and assessments as appropriate, for example; team-working skills are fostered through the use of group, task-based practical projects.

- The use of information and communication technology plays an integral role throughout the course.

- A full range of resources are identified including books, journals, reports, online information as well as locally created material.

Assessment Methods

A variety of assessment methods are employed across the different modules as shown below:

Assessment Type	Patchwork	Essay / Coursework	Presentation	Group presentation	Project Report	Examination	Portfolio	Reflective journal	Research Proposal	Dissertation
Construction Law and Contract						•				
People and Organisations				•				•		
Facilities Management							•			
Innovation in Construction		•	•							
Project and Maintenance Management							•			
Business Management		•								
Commercial Surveying Studies							•			
Building Surveying and Practical Studies							•			
Project									•	•

Programme structure and requirements, levels, modules, credits and awards

The structure of the course, the modules, levels and credit values, and the awards which can be gained are shown in the diagram below.

MSc Building Surveying

Master's Stage (180 Credits)

Project - new
60 Level 7 credits

Modules for Certificate and Diploma

People and Organisation
15 Level 7 credits

Innovation In Construction
15 Level 7 credits

Facilities Management - new
15 Level 7 credits

Project and Maintenance Management - new
15 Level 7 credits

Construction Law and Contract
15 Level 7 credits

Business Management
15 Level 7 credits

Building Surveying and Practical Studies- new
15 Level 7 credits

Commercial Surveying Studies - new
15 Level 7 credits

Support for Learning including Personal Development Planning (PDP)

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

- An induction programme dealing with orientation and the dissemination of essential information including the philosophy of the course;
- An introductory session dealing with writing assignments and referencing;
- A Student Handbook, containing information relating to the University, the Faculty and the School, the course and the modules;
- Access to administrative staff and academic staff, including Programme Director and Head of School, at reasonable times;
- Fully resourced Learning Centre available at City Centre Campus;
- A virtual learning environment to support students remotely via collaborative tools and technologies;
- Access to the services of the Faculty librarian;
- Access to Faculty Student Support Tutors;
- Access to the University's Student Services, including those offered by the careers service, financial advisers, medical centre, disability service, crèche, counselling service, chaplaincy and Centre for Enhancement of Learning and Teaching;
- Group tutorials;
- Individual tutorials: face to face, email correspondence and over the telephone;
- A number of the modules have lectures by practitioners which makes the academic programme more accessible and more useful to practice.

Criteria for admission

Applicants must satisfy the general admissions requirements of the programme.

One of the following is required:

- A good UK honours degree at 2:1 or above / equivalent; or
- An equivalent overseas qualification in surveying, construction, civil engineering, real estate or any other construction subjects

in Building Surveying, Architectural Technology, surveying, construction, civil engineering, real estate or any other construction subjects.

Students who do not possess the above qualifications may, in exceptional circumstances if they have relevant professional experience, be invited to an interview and take a test, at which they will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Overseas students need to demonstrate a good command of English. IELTS 6.0 or equivalent is needed before they can enrol in this programme.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

The following committees and procedures are in place to ensure the maintenance and enhancement of quality and standards, and also to give students a mechanism for effective communication and consultation:

Committees:

- Course team
- Board of Studies
- Examination Board
- Faculty Academic Sub-Committee
- Faculty Learning and Teaching Group
- Faculty Board

Mechanisms for review and evaluation:

- Student representatives
- Review and validation events
- Annual Monitoring
- Student feedback questionnaires
- External Examiners' Reports
- Course team meetings and Away Days