Template C4

Programme Specification

Title of Course: *MSc Building Surveying*

Date first produced	01/11/2012
Date last revised	28/08/2024
Date of implementation of current version	01/08/2024
Version number	6
Faculty	Faculty of Engineering, Computing and the Environment
School	School of Built Environment and Geography
Department	Department of Civil Engineering, Surveying and Construction
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): ***Up to 10 pathways***	MSc Building Surveying
Intermediate Awards(s) and Title(s): ***There are 4 Intermediate awards for each pathway***	Postgraduate Diploma in Building Surveying Postgraduate Certificate in Building Surveying
Course Code ***For each pathway and mode of delivery***	PPBSU1BSU02 PFBSU1BSU01
UCAS code ***For each pathway***	N/A

RQF Level for the Final Award:	Level 7
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road
Language of Delivery:	English
Modes of Delivery:	Part-time With Professional Placement Full-time
Available as:	Full field
Minimum period of registration:	Part-time - 2 With Professional Placement - 2 Full-time - 1
Maximum period of registration:	Part-time - 4 With Professional Placement - Full-time - 2
Entry Requirements:	The minimum entry qualifications for the programme are: An honours degree or equivalent in any subject. Typically: A good (2:1 or 1st) BA (Hons) or BSc (Hons) degree A 2:2 Honours degree with some demonstrable knowledge within a related discipline obtained either through formal study or through work experience.

	AND GCSE Maths; and GCSE English A minimum IELTS score of 6.5 overall, with minimum of 6.0 in all 4 elements; TOEFL score of 88; or equivalent is required for those for whom English is not their first language. Typically, an interview is required as part of the admissions process.
Programme Accredited by:	Royal Institution of Chartered Surveyors (RICS) Chartered Institute of Building (CIOB)
QAA Subject Benchmark Statements:	.
Approved Variants:	None.
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	n/a
Recruitment, Selection and Admission process:	.
End Point Assessment Organisation(s):	n/a

SECTION 2: THE COURSE

A. Aims of the Course

The overall aims in terms of intellectual and personal development are to foster:
The further development of students' existing intellectual and imaginative powers; their understanding and judgement; their problem-solving skills; their ability to communicate; their ability to see relationships within what they have learned and to perceive their field of study in a broader perspective. The course aims to deepen the students' powers of research, analysis and creativity ensuring that they develop a systematic approach to knowledge acquisition and generation, and a critical awareness of current issues so that they are able to develop critiques of theory and practice. The aim is also to provide a vehicle whereby their personal and inter-personal skills can be exercised and developed thus better enabling them to take a pro-active, self-critical and reflective approach in their subsequent careers.
The overall aims of the MSc in Building Surveying are to enable graduates to have:

- perception; the ability to innovate, to respond to new and unfamiliar situations with an imaginative and systematic use of knowledge and skills to solve problems;
- developed intellectually beyond the first-degree level and have the ability to critically question accepted orthodoxies and conventions and with the ability to progress to higher degrees should they so choose;
- benefited from a stimulating and relevant programme of taught study that is under-pinned by research and meets both their needs and the emerging needs of practice and one in which the learning environment stimulates the student to take a pro-active role;
- the potential to become beneficial members of the Building Surveying profession and to meet the developing needs of practice;
- in their possession a substantial core of theoretical and applied knowledge about the theory, techniques and practice of Building Surveying, primarily related to the UK but incorporating knowledge of some International and European laws, policies, construction contracts and practice;
- a deep critical knowledge of sustainability as it impacts on the practice of Building Surveying, and:
- competence in the practice of research concepts, principles and methods and have developed a commitment to research culture and lifelong learning;
- Give students on the 2-year version an opportunity to develop further skills, preparing them for higher levels of employment

B. Intended Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

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Programme Learning Outcomes					
	Knowledge and Understanding On completion of the course students will be able to:		**Intellectual Skills** On completion of the course students will be able to		**Subject Practical Skills** On completion of the course students will be able to
A5	Demonstrate understanding of how to analyse client's needs and to provide reasoned advice based on sound knowledge of building surveying principles and construction procurement strategies.	B5	Recognise the implications of ethics and professional judgement and apply these principles to all their studies in preparation for their future professional lives	C4	Prepare schedules of condition, schedules of dilapidations, specifications and pricing schedules.
A4	Demonstrate critical and analytical ability to analyse existing buildings, prepare schedules of condition and dilapidations and propose appropriate design concepts and specifications for alterations taking due cognisance of the social, economic, environmental and regulatory contexts and consideration of how these influence pricing and building performance.	B4	Exercise sound reasoned judgement in relation to professional practice problems and research questions	C3	Use computer technology competently to assist with information retrieval and management
A3	Demonstrate critical knowledge of fundamental legal principles, regulatory frameworks, contract forms and legal responsibilities and the pre- and post-contract duties of a surveying professional.	B1	Critically analyse the information and knowledge base within which they are working and be able to challenge ideas rationally and constructively	C2	Competently use Word, Excel and other appropriate standard industry software packages such as CAD and project management software in order to prepare professional reports, simple design concepts and solutions and display an elementary knowledge of building information modelling systems (BIMS)

A1	Demonstrate a high level of knowledge and understanding of the principles of construction technology including knowledge of sustainable construction principles and uses of materials	B2	Identify practice-related problems and prepare logically sound plans for their solutions	C1	Draft and present professional reports, and other documents, both practice–orientated and academic and to freehand sketch building details.
A2	Demonstrate deep knowledge and understanding of building appraisal and pathology and of techniques for building maintenance, improvement and renewal	B3	Demonstrate a deep, questioning and problem-solving approaches to the acquisition of knowledge and bring these capacities to solve problems related to their studies	C5	Prepare and defend a case for presentation at a professional scenario such as a professional dispute
A6	Demonstrate knowledge and understanding of digital technologies and their application for successful project delivery				

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

The programme is made up of seven modules, four modules each worth 15 credit points, 2 modules each worth 30 credit points and one module worth 60 credit points. All modules are core. All students will be provided with the University's Postgraduate Regulations (PR) and specific additions that are sometimes required for accreditation by outside bodies (e.g., professional, or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

Students starting the course in September will work on the placement for between 10 – 12 months, starting from the following September, after their dissertation. The suitability of the placement requires approval of the Course Leader.

Students on placement must complete a portfolio assessment which includes a reflection on how the theories they have learnt during their teaching year have helped them in their placement and demonstrate ability to apply their teaching in a real-world situation

MSc Building Surveying

Level 7							
MSc Building Surveying							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Applied Research Methods and Dissertation	CE7719	60	7	TB3	None	1	2
Business, People and Digital Technologies for Sustainable Environments	CE7716	15	7	Tb2	None	1	1
Design and Specification	CE7717	30	7	TY13	None	1	2

Inspection and Building Pathology	CE7718	30	7	TT13	None	1	2
Law and Contract Administration	CE7715	15	7	TB2	None	1	1
Procurement and Project Delivery in Context	CE7714	15	7	TB1	None	1	1
Sustainable Construction Technology	CE7713	15	7	TB1	None	1	1
Optional Modules							
Professional Placement	CI7900	120	7				

Level 7 information

The Award of the MSc in Building Surveying requires the completion of all modules. Those obtaining 120 credits are eligible for a Postgraduate Diploma in Building Surveying and those with 60 credits a Postgraduate Certificate in Building Surveying in accordance with Kingston University's regulations.
Full details of each module will be provided in module descriptors and student module guides.

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D. Principles of Teaching, Learning and Assessment

All students on the programme are working towards a professional career in which they must be able to exercise judgement, communicate with clients and the public and throughout take an ethical approach to all that they do; we also encourage them through the design and execution of the curriculum to be both knowledgeable in terms of how ethical, cultural and social principles apply to their own field such that they develop a responsible attitude towards the role that built environment professionals can play in modern society. Thus, they are exposed to the principles of sustainability that underpin the whole ethos of the School.
The School has a deep belief that the role of teaching and assessment is to underpin student learning and throughout the programme the strategy is to engage students with a wide range of activities including site visits that enable them to develop the skills that they will need as practitioners alongside their acquisition of knowledge and critical thinking. The student should, as far as practicable, be empowered to take control of their learning but be supported strongly through the process. However, it is also recognised that, although students come into the programme with developed learning skills acquired through their first degrees, the nature of the programme is intensive. Therefore, extensive use of lectures is made to ensure imparting of key information which students then analyse and develop at depth through both formatively and summatively assessed work. In accordance with the professional practice nature of

the programme, much of the teaching related to knowledge and understanding will be focused on simulated real-life study and projects in which students will be led through the material and skills they are required to develop through the tasks set. Use will also be made of visiting lecturers from industry to ensure currency of projects. Support sessions and tutorials aimed at both knowledge reinforcement and skills development, as well as to provide both feedback and feedforward are also an important part of the delivery strategy.

Inclusive Curriculum

The School implements an inclusive curriculum framework that is guided by three key principles: create an accessible curriculum; enable students to see themselves reflected in the curriculum; and equip students with the skills they need to positively contribute to and work in a global and diverse environment. In line with this framework, the MSc Building Surveying course learning outcomes are clear, accessible and structured to be incremental and attainable. Care is taken to ensure that the learning outcomes do not present any barriers to particular social groups. On a practical level, the learning outcomes cover multiple perspectives of building surveying practice and is designed to accommodate experiences of individuals from multiple cultures and backgrounds.

Learning content covers the knowledge, skills and competencies required for managing a wide range of projects from conservation and restoration of historic buildings to the design and construction of new builds in various regions and contexts. Therefore, the on the *Law and Contract Administration* module, learning content includes various forms of contract applicable in the UK and other world regions. The *Business, People and Digital Technologies* module covers the essential topics of equality, diversity and inclusivity. Students are taught the importance of understanding the person and how the construction process affects and is affected by individual participants wellbeing and sense of belonging.

The School recognises and values that students learn in different ways. The course curriculum therefore incorporates a wide variety of methods for delivering learning, including, lectures, tutorials, workshops, seminars, practical sessions, computing sessions, site visits, and field trips. Active learning exercises are typically embedded into lecture sessions to actively and experientially involve students in the learning process. Exercises include small group discussions, debates, role play, case studies, games, and flipped learning exercises appropriately aligned with the learning objectives for the session. Learning materials are made available in a variety of formats on Canvas, the School's Virtual Learning Environment (VLE). These could be in the form of lecture slides, lecture notes, recorded lectures, podcasts, videos, suggested reading material, self-assessment quizzes, discussion boards, and solutions to tutorial problems.

Modules utilise a variety of assessment types to accommodate different learning styles. For instance, assessment on the *Design and Specification* module involves a portfolio of assessments in which students are expected to provide real world building surveying services on a simulated project. Students are expected to submit client reports, designs and project management solutions, technical reports, work in groups, and do oral presentations at specified stages as project design evolves. Submissions are marked and feedback provided at each stage providing incremental learning opportunities for students.

Sustainability

The course reflects the School's commitment to sustainability and to the alignment of academic elements to the United Nations Sustainable Development Goals.

Sustainability is embedded in the course core modules providing the students with the knowledge and skills they require to promote sustainable development and sustainable construction and to combat climate change at individual and professional levels. The *Sustainable Construction Technology* module covers the sustainable aspects of construction materials, methods and technologies ensuring that our graduates can play their professional role in providing resilient and safe infrastructure, affordable buildings with efficient energy and services systems, renewable energy, and circular construction systems. In the *Procurement and Project Delivery in Context* module students learn the importance of aligning procurement and project delivery strategies with the client's sustainability agenda and of embedding social value in public procurement projects. Within the Design and Specification module students develop the knowledge and skills required for building remodelling for improved function and efficiency and for evaluating the impact of design decisions on environment metrics e.g. BREEAM. Students develop the competencies for evaluating existing buildings and for competently proposing restoration, refurbishment and maintenance solutions that contribute to safe, resilient, and sustainable human settlements.

Teaching & Learning: Developing Knowledge and Skills through a Range of Means
A solid and comprehensive technical and professional knowledge base is non-negotiable and is delivered through lectures, seminars, and tutorials; deep knowledge acquisition lies at the heart of our programmes. Teaching for full-time students normally takes place over 2 days a week; for part-timers already engaged in the industry it is one day per week. The exception to this is the Field Trip which may be up to one week in duration. Further, where possible, teaching periods will be augmented with site visits which provide opportunities to reinforce key principles taught. It is recognised that part-time students may be unable to participate in some of these wider activities, but such students are normally engaged in professional practice in which their practical application is running alongside their academic studies.
It is considered important that student learning is regularly monitored and the School has introduced a timetabled system of Tutorials and Seminars within weeks which will be adapted such that it can work in the best interest of students. Within an intensive postgraduate programme, it is important that continuity of teaching is maintained but some weeks will be specifically designated as those during which a part of the teaching time is dedicated to feedback and feedforward tutorials, or during which timetabled contact exceeds the normal 2 days per week.
Lectures are used to impart key information and will normally be limited to no more than two hours in duration, followed up by seminars. Extensive use is made by teaching staff of e-learning via Canvas, our on-line learning environment. Not only are teaching materials loaded up in advance of lectures, but other materials and web links are loaded, some lectures are recorded, and podcasts are also uploaded. Teaching may be augmented by on-line discussion groups to aid understanding. We recognise that an ability to be comfortable with a range of digital media is important to employability skills and effective learning. Students also need to be computer literate and able to operate industry standard computer packages.
Developing skills is also critical to successful vocational education. These skills are practical – such as the ability to work together in teams, present orally and to write professional reports but one of the key skills is to obtain competency in the use of a range of IT applications such as MS Word, Excel and, in the case of Building Surveying, CAD, REVIT, and MS-Project or Primavera. Digital technologies and

construction information modelling techniques such as Building Information Modelling (BIM) are also increasingly important to construction professionals and, whilst it is not possible to develop competence in the use of most of these technologies within the curriculum, Building Surveying students will be expected to develop basic knowledge and understanding of the relevant software and, more importantly, their application to professional practice. The appropriate application of non-destructive testing tools will be taught through laboratory sessions to reinforce student learning and to improve employability.

Students also need to develop high level information retrieval skills and the ability to design and execute research effectively using appropriate analysis tools and draw relevant and reasoned conclusions, as these skills underpin their entire learning. For example, in addition to the Applied Research Methods and Dissertation module, which provides the prime vehicle for the formal learning of these skills, they are practised and enhanced through exercises for example the resolution of legal problems that may occur in the client/advisor relationship, by debating some of the ethical and policy issues that they may face in their subsequent professional lives and through the Field Trip Project. The learning and assessment philosophy also places emphasis on personal skills development, through simulated practice and group-based activities which develop team working skills and respect for colleagues which are critical dimensions of professional practice.

E. Support for Students and their Learning

Students are supported by a variety of means at University, Faculty and School level and by the Students Union. Our Academic Teams maintain as far as practicable an open-door policy in the spirit of supporting students. We are particularly mindful that postgraduate students, many of whom are balancing work and study, need clear ‘signposting’ to ensure that they are well supported and in a timely fashion.
The following mechanisms are used in support of students:
A School organisation that provides support at the point of need:

- A Module Leader for each module gives ‘front line’ support on technical matters relating to the subject material through the tutorial week sessions;
- A Course Leader who can give support to help students understand the context of their discipline and the programme structure;
- A School Administration Team including a dedicated Postgraduate Course Administrator who provides students with a quick and ‘local’ answer to any administrative queries they may have and who can ‘signpost’ them to the comprehensive University central services relating to advice on finance, regulations, legal matters, accommodation, international student support, disability, and equality support.
- Student Voice Committees and regular open meetings at School and Faculty levels to promote effective communication and to ensure that staff are aware of any collective concerns that students may have; and
- Mid-point and end of year student evaluations to ensure that modules continue to best service student learning needs.

The school supplies a Tutorial and Academic Support system that is comprehensive and tailored to student needs:

- Each student is provided with a named member of academic staff in induction week at who will remain their personal tutor throughout their studies.
- The Personal Tutor system enhances the support it provides to students. In addition to the student being allocated a personal tutor upon admission to the programme, robust systems are in place to ensure that a structured series of meetings are scheduled for students to meet their tutor both on a one to one basis and in tutor groups to review progress and to discuss any concerns that might have arisen in relation to academic matters.
- The teaching blocks have been structured to ensure regular meetings with tutors (a minimum of 3 times per teaching block);
- A Student Support Coordinator who provides additional pastoral and practical support who assists the Course Administrator and the Course Leader to track student progression. This role is vital in helping early identification of students who may be in need of extra help;
- An induction programme and study skills sessions at the start of the academic year to ensure that students are aware of the expectations we have of them as they move through the programme;
- The Student Academic Success Centre (SASC) which is operated by staff and postgraduate students to provide support and advice to students on 'drop-in' basis and which offers specific sessions on a range of common learning difficulties such as revision skills; and

A Range of Support for Careers and Employability:

- Close contact with the University Careers and Employability Service
- A School level Employer Engagement Working Group (EEWG) which promotes relationships with employers and supports students locally with careers advice, CV writing, and organises events such as alumni evenings, speed interviewing etc;
- Close contact with local and international employers and professional bodies and encouragement to students to enter professional competitions in which the School has an enviable record;
- Support to students to gain placements and internships; and
- Throughout delivery of a curriculum geared to the professional development of students by e.g., professional development planners integrated into assessment work.

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers

The School interfaces with several professional bodies (RICS and CIOB) and for these annual monitoring and periodic reviews provide other opportunities for

reflection and external contribution to course design and quality assurance and enhancement. Employer liaison groups which take varying forms also provide the opportunity for external input to the quality assurance and enhancements of the School's programmes.
Additionally, the School promotes reflection on its own practice through the pedagogical and professional educational research of its staff members and through a series of Away Days and informal Staff Meetings in which feedback from all sources is considered and innovation encouraged.

G. Employability and work-based learning

The School takes the employability of its graduates very seriously and the skills and knowledge base required by future employers are guiding principles in developing not just what we teach but how we assess students. For example, employers seek people with good team working skills and who can present effectively and confidently. Accordingly, the course has been designed to meet the core curriculum needs of those wishing to pursue careers within professional practice and careful consideration has been given to the study materials, mode of delivery and skills development which will best enable students to graduate with the knowledge, skills, ethical approach, and confidence to enter practice in either the public or private sector. The Academic Team maintain close links with practice and the professional accrediting bodies in order to ensure that those responsible for keeping the curriculum up to date are well informed. Some staff also sit on professional body groups and committees or/and act as professional body competence assessors which further ensures both currency of the programme and that contacts between the School and practice are supportive and informed. Alumni and other practitioners also play a role in delivering the programme thus giving students insights into practice; they also often offer internships and approach us directly when they have graduate positions that they require to fill.

Students are prepared for practice by an informed curriculum, by undertaking field trips and site visits, undertaking simulated practice projects and by a series of support activities such as employability evenings, CV writing sessions etc. Students are also encouraged to pursue internships, professional body competitions and vacation work within a professional setting. However, we recognise that employers also value a range of other skills and experiences and students are encouraged to take part in the wider life of the University through sporting, musical or other activities or through community volunteering. In recent years students within the School have won numerous awards and in terms of sporting endeavour the School has seen several international players study on its courses.
The University and the School are particularly committed to the sustainability agenda and students are encouraged to work with the Sustainability Team in a range of environmental activities aimed at helping the university pursue its own drive towards greater sustainability. The School is host to numerous externally facing-related activities in which students are encouraged to engage. In summary the activities we pursue to assist students gain readiness for employment is extensive.
One of the distinctive features of the provision is that many of the students study part-time so there are ample opportunities for full-time students to interface with those in practice during their normal class contact. This enables them to really develop a true

understanding of the world of work, an understanding that is reinforced through guest lecturers and the other activities outlined above. Our students include those working for major contracting and consulting organisations and many full-time graduates obtain positions within such organisations upon completion of their studies, based either in the UK or, with the success of UK construction in obtaining international construction contracts, overseas and in the developing world.
Most graduates from the programme aspire to become Chartered Surveyors and therefore seek and obtain employment within organisations that provide the appropriate training towards the Assessment of Professional Competence (APC).

Work-based learning, including sandwich courses and higher or degree apprenticeships

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

H. Other sources of information that you may wish to consult

Subject benchmark
QAA subject benchmarks for Land, Construction, Real Estate and Surveying (2016)

Professional Body:
www.rics.org
www.ciob.org

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 7							
		CI7900	CE7713	CE7714	CE7715	CE7716	CE7717	CE7718	CE7719
Knowledge & Understanding	A5				S				S
	A4						S		S

	A3		S						S
	A1					S			S
	A2							S	S
	A6			S					S
Intellectual Skills	B5		S	S	S	S	S	S	S
	B4		S		S		S		S
	B1		S		S		S		
	B2		S	S	S	S	S	S	S
	B3		S		S	S		S	S
Practical Skills	C4						S	S	
	C3				S			S	
	C2		S	S	S	S	S	S	S
	C1					S	S	S	S
	C5		S		S			S	S

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.