

Foundation Programme in Surveying Practice

Programme Specification

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Summary Programme Details

Final Award	
Title of (final) programme awards:	Diploma of Higher Education Surveying Practice or Foundation Degree Surveying Practice
Credit points:	Diploma of Higher Education in Surveying Practice: 240 Foundation Degree in Surveying Practice: 260
Level of awards (QAA FHEQ):	5
Interim award(s)	
Interim award 1:	Certificate of Higher Education Surveying Practice
Credit points:	120
Level of award (QAA FHEQ):	4
Interim award 2:	
Credit points:	
Level of award (QAA FHEQ):	
Validation	
Validating institution:	The College of Estate Management
Date of last validation:	18/19 June 2014
Date of next periodic review:	June 2019
Professional recognition	
Recognising body:	Royal Institution of Chartered Surveyors (to be applied for subsequent to validation)
Date of last programme accreditation:	n/a
Date of next periodic review:	tbc

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Accrediting body:	
Date of last accreditation:	
Date of next periodic review:	
Miscellaneous	
QAA benchmark statement	Foundation Degree qualification benchmark Quality Assurance Agency (QAA), 2010, Foundation Degree Qualification Benchmark (May 2010) [online]. Available at http://www.qaa.ac.uk/publications/informationandguidance/pages/foundation-degree-qualification-benchmark-may-2010.aspx [accessed 30 May 2014]
Start Date	October 2014

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Programme Overview

Rationale

The proposed Foundation Programme is a fully supported distance learning experience that is designed to appeal to a very broad spectrum of students.

The Programme :

- develops appropriate and relevant knowledge, skills and techniques through a combination of academic study and work based-learning. This aims to foster reflective practice of experience gained and (where appropriate) competence developed through problem-solving activity
- meets the needs of students and their employers in the real estate and surveying sectors. It also caters for students not employed in this sector or simply unemployed.
- provides a higher education entry point for students who have insufficient qualifications, or motivation, to enrol onto an Honours Degree course
- provides a progression opportunity to CEM's own BSc, and courses at other higher education institutions, in order to acquire Level 6 surveying and land-based related qualifications

A full introduction to and Rationale for this Programme is contained in the paper entitled 'Foundation Programme in Surveying Practice – Rationale' dated June 2014.

Entry requirements

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

- Grade C or above in English (Language or Literature) and Maths at GCSE or its equivalent
- Grade 6.0 or above, with at least 5.5 in the reading and writing modules, in the International English Language Testing System (IELTS) test administered by the British Council in the Social Sciences academic module
- 79 or above in the Internet option, 213 or above in the computer-based option or 550 or above in the paper-based option, of the Teaching of English as a Foreign Language (TOEFL) test
- Accredited prior experiential learning (APEL) may be used for admission onto Foundation Programme in accordance with the entry requirements stated above.
- Applicants are normally expected to be 18 years old or over

Exemptions

- Exemptions are normally considered on a module-by-module basis up to a maximum of 50% of the course (either Stage 1 or 2). The basis for consideration of exemption from a module is as follows:
 - HND/HNC or NVQ in relevant subjects (merits and distinctions to be recognised in the final overall award)
 - Exemption from the Work-Based Learning element of the Programme will not be given to any student due to the requirement for work-based learning throughout this Programme
 - CEM policy and procedures for Accreditation of Prior Experiential Learning (APEL) and Accreditation of Prior Certificated Learning (APCL) are set out in the CEM Code of Practice: Accreditation of Prior Learning. This policy statement takes precedence in any such decision.

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Programme progression

- At the end of Stage 1, the student may revisit their chosen pathway.
- Assessment and Progression are conducted in accordance with the CEM General and Academic Regulations for Students and the CEM Foundation Programme Assessment, Progression and Award Regulations.

Awards

- On successful completion of Stage 1 of the Foundation Programme, a Foundation Certificate shall be awarded to those who exit the Programme
- On successful completion of Stage 2 (DipHE option), a Diploma in Higher Education shall, on the basis of a student's performance at this Stage, be awarded to those who exit the Programme
- On successful completion of Stage 3 (Foundation Degree option), a Foundation Degree shall, on the basis of a student's performance at Stages 2 and 3, be awarded
- Awards are conferred in accordance with the CEM General and Academic Regulations for Students and the CEM Foundation Programme Assessment, Progression and Award Regulations.

Career prospects

Foundation Degrees, as well as Sub-degree level Diplomas and Certificates, can serve as a springboard for further study and / or entry into the professional workforce. This Programme equips students with the essential subject knowledge and study skills to enable them to enter and work within the real estate and surveying areas of practice within the property industry. The opportunities available are fairly extensive and include but are not limited to the following career paths:

- Property agency and management
- Property development
- Contract surveying
- Quantity surveying
- Estimating
- Building surveying
- Residential estate agency
- Construction management

Study support

Induction module:

All students are expected to complete the non-credit bearing Induction Module on the VLE before the Programme commences. The Induction Module is designed to equip students with the skills they need to study at CEM. The topics covered include:

- Studying at a distance
- Understanding your learning style
- How to manage your time
- Reading actively and critically
- Introduction to the CEM e-library
- Developing academic writing
- Writing in your own words - a guide to how to reference your work (in both English and Cantonese)

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The induction topic about referencing prepares students for the online test in referencing and citation that must be completed and passed prior to commencement of their studies.

The resources within the Induction Module are available to students throughout the duration of their study with CEM.

Student learning support:

The Programme is delivered via the College VLE and academic teaching and support is provided online giving students access to CEM tutors and other students worldwide.

The CEM Programme administrator acts as the main point of contact for students throughout the duration of their Programme. The academic team guide and support students' learning. Other CEM teams provide support for assignments, exams and technical issues including Information and Communication Technology (ICT). Each student, wherever their location, has access to a wealth of e-library resources and online materials to support their studies.

English language support:

English is the common language for all Programmes. It is appreciated that some students will need additional support. Therefore, the VLE provides additional resources on developing academic writing skills to help students whose first language is not English.

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Programme Aims

Programme aims

The CEM Foundation Programme in Surveying Practice is designed to provide access to higher education study for a wide range of applicants. These may include those who wish to enter the real estate and surveying professions but lack the appropriate academic qualifications, those who already work in the surveying industry seeking career progression and recognition and those who are self-employed and require more formal and/or professional qualifications.

The Programme provides flexibility and breadth of study opportunities for students whilst aligning this Programme with CEM's wider academic offer. It aims to:

- develop students' ability to engage with the professional environment in order to analyse, synthesize and report on surveying and business issues within the context of the real estate and construction sectors;
- provide both current and aspiring built environment and surveying professionals with an opportunity to develop appropriate skills and competencies in an area of construction and real estate that allows them to further enhance their careers, including achievement of membership of relevant professional bodies;
- provide an educational programme that is sufficiently flexible to give access to appropriately motivated students to allow them entry onto an Honours degree course.

Both the Diploma and Degree lend themselves to advanced placement should students ultimately wish to enrol onto a Bachelor's degree programme.

Learning Outcomes

A: Knowledge and Understanding

Learning outcomes

By the end of the Programme students should be able to demonstrate:

A1 Comprehension of the fundamental principles of surveying and the way in which the principles have developed

A2 Understanding of the technology required for constructing a range of buildings and their associated services

A3 Awareness of the legal and regulatory background to working in the surveying industry

A4 Understanding of appropriate organisational and financial management processes

Learning and teaching strategy

Module delivery follows a standard format incorporating a range of subject appropriate resources suitable for the online distance learner. This may include, but is not limited to, audio visual presentations, interactive case studies and online journals. Modules are supported by a core e-book and access to the CEM e-library.

Assessment methods

Formative assessment

The purpose of formative assessment is regular and constructive feedback to students to motivate and guide them through their learning. Formative assessment opportunities and

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feedback are provided on each module. These vary in format and may include self-assessment quizzes and tutor guided discussion. All are designed to motivate and support the student. Formative assessment of the work based learning element is through regular reviews of, and feedback on, students' progress. Where appropriate, both the workplace facilitator and the student receive review comments to help refine the students' work.

Summative assessment

Stage 1

Summative assessment methods and formats vary across the modules and include computer aided assessment, coursework, examination and portfolio work. All are appropriate to the individual module, its academic level and stated learning outcomes.

Stage 2

Summative assessment methods and formats vary across the modules and include coursework and examinations. All are appropriate to the individual module, its academic level and stated learning outcomes. Work based learning is summatively assessed at the end of Stage 2 through the compilation of a portfolio of experience and reflection thereon.

Stage 3

Work based learning is summatively assessed at the end of Stage 3 through the compilation of a work based project report.

B: Cognitive skills

Learning outcomes

By the end of the Programme, students should be able to demonstrate how to:

B1 synthesise their learning throughout the range of subject areas covered

B2 apply underlying concepts and principles outside the context in which they have been studied, including the application of those principles in an employment context

B3 transfer appropriate knowledge and skills from one topic within a subject to another

Learning and teaching strategy

Students are encouraged to develop and apply their knowledge and understanding through a range of online activities and exercises. These require students to apply their awareness and comprehension to simple surveying scenarios and issues.

Assessment methods

Formative assessment

Students are encouraged to engage in group discussions and collaborative learning with their peers and tutors. Formative assessment of the work based learning element will be through regular reviews of, and feedback on, students' progress. Where appropriate, both the workplace facilitator and the student receive review comments to help refine the students' work.

Summative assessment

Stage 1

Cognitive skills are summatively assessed through a range of coursework tasks and examinations.

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Stage 2

Summative assessment methods and formats vary across the modules and include coursework and examinations. All are appropriate to the individual module, its academic level and stated learning outcomes. Achievement of learning outcomes B1 to B3 through work based learning are summatively assessed at the end of Stage 2 through the compilation of a portfolio of experience and reflection thereon.

Stage 3

Achievement of learning outcomes B1 to B3 through work based learning is summatively assessed at the end of Stage 3 through the compilation of a work based project report.

C: Practical and professional skills

Learning outcomes

By the end of the Programme students should be able to demonstrate how to:

C1 collect, record and present data logically

C2 use the main methods of enquiry to evaluate the appropriateness of different approaches to solving a range of tasks arising in professional practice

C3 recognise the limits of their knowledge and how this influences analysis and interpretations based on that knowledge

Learning and teaching strategy

Students are encouraged to share knowledge and ideas in relation to surveying and their studies. A range of online activities require students to investigate and research given information and make reasoned decisions.

Assessment methods

Formative assessment

A range of formative assessment activities are utilised to help develop the students' ability to investigate practical issues thoroughly and provide reasoned advice. Formative assessment of the work based learning element is through regular reviews of, and feedback on, students' progress. Both the workplace facilitator and the student receive review comments to help refine the students' work.

Summative assessment

Stage 1

Practical and professional skills are summatively assessed through a range of coursework tasks and examinations.

Stage 2

Summative assessment methods and formats vary across the modules and include coursework and examinations. All are appropriate to the individual module, its academic level and stated learning outcomes. Achievement of learning outcomes C1 to C3 through work based learning is summatively assessed at the end of Stage 2 through the compilation of a portfolio of experience and reflection thereon.

Stage 3

Achievement of learning outcomes C1 to C3 through work based learning is summatively assessed at the end of Stage 3 through the compilation of a work based project report.

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D: Key/transferable skills

Learning outcomes

By the end of the Programme students will be able to:

D1 communicate and collaborate effectively using a range of media

D2 manage their time efficiently

Learning and teaching strategy

Teaching of module topics requires students' engagement with a range of online activities that develop communication and collaboration skills. The timing of these activities within the study period requires the development of effective time management skills.

Assessment methods

Formative assessment is provided by opportunities for feedback and support from the tutor and fellow students.

Communication, collaboration and time management skills are tested through the range and requirements of summative assessment throughout the DipHE and Foundation Degree.

Further details of Technical Skills assessment can be found at the back of this document.

Programme Structure

Semester	Module	Core /Option/ /Elective	Credit points	FHEQ level
STAGE 1				
October	Communication for Surveyors* or Introduction to Sustainable Development	Core	20	4
October	People & Organisational Management	Core	20	4
October	Resources Management	Core	20	4
April	Communication for Surveyors* or Introduction to Sustainable Development	Core	20	4
April	Building, Environment, Technology and Simple Construction	Core	20	4
April	<i>Either:</i> Introduction to Real Estate Practice or Introduction to Construction Practice or	Option	20	4

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Semester	Module	Core /Option/ /Elective	Credit points	FHEQ level
	Introduction to Building Surveying Practice			
STAGE 2				
October	Practical Law for Surveyors <i>or</i> Portfolio of Learning from the Workplace	Core	20	5
October	Professional & Statutory Regulation	Core	20	5
October	Economics for Surveyors	Core	20	5
April	Practical Law for Surveyors <i>or</i> Portfolio of Learning from the Workplace	Core	20	5
April	Building, Environment, Technology and Framed Structures	Core	20	4
April	<i>Either:</i> Measurement and Estimating <i>or</i> Surveying & Maintaining Buildings <i>or</i> Residential Estate Agency & Management <i>or</i> Valuation Context & Principles <i>or</i> Operational Facilities Management	Elective	20	5
STAGE 3 (FOUNDATION DEGREE ONLY)				
April or October	Professional Learning Portfolio	Core	20	5

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Notes:

* This module must be studied in the student's first semester hence these modules are delivered in both semesters.

- Access route to further HE study
- Enhanced entry points on to CEM BSc Programme from both Diploma & Degree
- Choice of study pathways to suit career aspirations
- Ability to transfer between study pathways at the end of each Stage
- Interactive Induction Module
- Flexible start date – two intakes per academic year (October or April)
- Introductory networking event
- A Foundation Programme that offers modules that map to RICS competencies in Commercial Property, Valuation, Building Surveying, Quantity Surveying, Residential Estate Agency and Residential Property Management

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Curriculum Map

This table indicates which study units assume responsibility for delivering (X) and assessing (A) particular programme learning outcomes.

Module	Programme outcomes											
	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	D1	D2
Communication for Surveyors	X			X A	X A	X A		X A	X A	A X	A X	A X
People & Organisational Management			X	X A	X A	X A	X	X A	X A	X	X	X A
Resources Management			X	X A	X A	X A	X	X A	X A	X	X	X A
Introduction to Sustainable Development	X A	X A			X A	X A	X	X A	X A	X A	X A	X A
Building, Environment, Technology & Simple Construction	X A	X A	X A		X A		X	X	A	X	X	X A
Introduction to Real Estate Practice	X A		X A		X A					X A	X	X A
Introduction to Construction Practice	X A	X A	X A		X A		X			A X	X	X A
Introduction to Building Surveying Practice	X A	X A	X A		X A		X			A X	X	X A
Practical Law for Surveyors	X A		X A		X A		X A	X	X A	X A	X A	X A
Professional & Statutory Regulation	X A	X	X A	X A	X A	X A	X	A		A X	X	X A
Economics for Surveyors	X A				X A	X A		X A	X A	X		A
Portfolio of Learning from the Workplace	A	X A	A	A	X A	A	A	A	A	A	X A	X A
Building, Environment, Technology & Framed Structures	X A	X A			X A		X			X	X	A

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Module	Programme outcomes												
	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	D1	D2	
Measuring and Estimating	X A	X A		X A		X			X A		X	X	X A
Surveying & Maintaining Buildings	X A	X A	X	X A		X A		X A	X A	X A	X	X A	A
Residential Estate Agency & Management	X A		X A	X A		X			X	X A		X	A
Valuation Context & Principles	X A		X A	X A		X			X A	X A		X	A
Operational Facilities Management	X A		X A	X A		X			X A			X	A
Professional Learning Portfolio	A			A		X	A	A	A				A

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TRANSFERABLE SKILLS MATRIX								
MODULES	Communication skills	Apply IT skills	Apply numerical skills	Problem solving and decision making	Team working	Work independently under own initiative	Recognise own CPD needs	Time management
Communication for Surveyors	A3 C1 C4	D1	C3		C4			
Introduction to Sustainable Development	D2			✓	D2		C1 D1	
Building Environment Technology and Simple Construction	A1 B1 C1 D1	D2			D3			
OPTION								
People and Organisational Management	D1 D3	C2	D2	✓	A4			
Resources Management	C3		C1	B2 D2				
Practical Law for Surveyors	D2			B2 C1		D1		
Building Environment Technology and Framed Construction	B1 C1	D2						D3
Economics for Surveyors				C1				
Professional and Statutory	A2 D2			D1			A1	

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TRANSFERABLE SKILLS MATRIX								
MODULES	Communication skills	Apply IT skills	Apply numerical skills	Problem solving and decision making	Team working	Work independently under own initiative	Recognise own CPD needs	Time management
Regulation								
ELECTIVE								
Portfolio of Learning from the Workplace	C2			C1			C3	
Professional Learning Portfolio	C2 D1			✓			C3 D1	D1

The letters and numbers in the grid indicate the *explicit* learning outcomes found in the individual Module Descriptors (eg C1 or A3).

Apply IT skills – all assignments are handed in via the VLE, the on-line CAA and Induction module plus the advice and forums are all on-line

Apply numerical skills – many modules use mathematical techniques as their basic modus operandi but do not explicitly state this in the Learning Outcomes as it is implied

Problem solving and decision making –the assignment programme is problem based and in some cases case studies are used extensively (✓)

Time management - the summative assessment programme implies regular assignment hand in dates and therefore good time management whilst many assignments are problem based by their very nature

Work Independently – this is a supported distance learning course so all students need to be independent workers

Electives and option modules have not been mapped here.