

# **Diploma of Higher Education (Dip HE) in Surveying Practice**

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Programme Specification 2016-  
2017

## Summary Programme Details

| Final Award                              |  |
|--|--|
| Award:                                   | Diploma of Higher Education (Dip HE) in Surveying Practice   |
| Title of (final) Programme               | Surveying Practice   |
| Credit points:                           | 240  |
| Level of award (QAA FHEQ):               | 5  |
| Intermediate award(s)                    |  |
| Intermediate award 1:                    | Certificate of Higher Education (Cert HE) in Surveying Practice  |
| Credit points:                           | 120  |
| Level of award (QAA FHEQ):               | 4  |
| Intermediate award 2:                    |  |
| Credit points:                           |  |
| Level of award (QAA FHEQ):               |  |
| Validation                               |  |
| Validating institution:                  | University College of Estate Management (UCEM)   |
| Faculty                                  | Management and Vocational  |
| Date of last validation:                 | 18/19 June 2014  |
| Date of next periodic review:            | June 2019  |
| Professional accreditation & recognition |  |
| Recognising body:                        | Royal Institution of Chartered Surveyors (RICS)<br>(The UCEM Diploma of Higher Education in Surveying Practice qualifies holders to 2 years of the experience requirement for AssocRICS) |
| Date of last programme Recognition       | N/A  |
| Date of next periodic review:            | N/A  |
| Accrediting body:                        | Chartered Association of Building Engineers (CABE)   |

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|   |   |
|---|---|
| Date of last accreditation:   | August 2015   |
| Date of next periodic review:   | August 2020   |
| <b>Miscellaneous</b>  |   |
| QAA benchmark statement   | Foundation Degree qualification benchmark<br>Quality Assurance Agency (QAA), 2010, Foundation Degree Qualification Benchmark (May 2010) [online]. Available at:<br><a href="http://www.qaa.ac.uk/publications/informationandguidance/pages/foundation-degree-qualification-benchmark-may-2010.aspx">http://www.qaa.ac.uk/publications/informationandguidance/pages/foundation-degree-qualification-benchmark-may-2010.aspx</a> (page 8)<br>[accessed 18th May 2016] |
| Date of commencement of first delivery  | October 2014  |
| Duration  | 2 Years (standard route) or 3 Years (reduced velocity)  |
| Maximum period of registration  | 10 Years  |
| UCAS Code   | N/A   |
| Programme Code  | UDHCSPF   |
| Other coding as required  | N/A   |
| <b>Programme Overview/Rationale</b>   |   |
| <p>The Diploma of Higher Education (Dip HE) is a fully supported online learning experience that is designed to appeal to a very broad spectrum of students.</p> <p>The programme:</p> <ul style="list-style-type: none"> <li>• provides a higher education entry point for students who have insufficient qualifications, or motivation, to enrol onto an Honours Degree 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,</li> <li>• 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 unemployed,</li> <li>• provides a progression opportunity to UCEM's BSc, and programmes at other higher education institutions, in order to acquire Level 6 surveying and real estate related qualifications.</li> </ul> |   |

# Diploma of Higher Education (Dip HE) in Surveying Practice

## Entry requirements

### Foundation Degree / Diploma of Higher Education

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

- GCSE Grade C or above in English and Mathematics (Grade 4 for applicants holding newly reformed GCSEs in England).

Or,

- A Level 2 qualification in English and Mathematics as defined by the National Qualifications Framework for England, Wales and Northern Ireland (QCF). For example the following qualifications can be considered for entry: Key Skills level 2, NVQ level 2, Skills for Life level 2, BTEC award, certificate or diploma level 2, Functional skills level 2, Cambridge National level 2, Cambridge Technical level 2. The academic level of International qualifications will be assessed using UK NARIC. For more information on equivalent qualifications please contact: [admissions@ucem.ac.uk](mailto:admissions@ucem.ac.uk).
- Applicants are normally expected to be 18 years old or over. Applicants under the age of 18 will be considered on a case by case basis by the Programme Leader.

If the student does not meet the standard entry requirements, UCEM will consider the application on an individual basis. In these cases, the application will be assessed by the Programme Leader, who will give careful consideration to a student's professional and life experiences, as well as any academic or vocational qualifications they may hold. The student 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.

International applicants must meet UCEM's minimum English language requirements in addition to the programme entry requirements listed above. For English language requirements please go to: <https://www.ucem.ac.uk/study-with-ucem/international-students/language-requirements/>.

Applicants may apply to enter the programme in either semester. Applicants are able to choose study between 1 and 3 modules per semester depending on their outside time commitments. The initial standard offer is for 3 modules a semester however students can choose a reduce velocity route. Clear guidance is given on UCEM web site as to the time commitment a standard module may require. Two typical delivery structures can be found on page 11 of this document.

### Recognition of prior certificated learning (RPCL) or recognition of prior experiential learning (RPEL) routes into the Programme

RPCL and RPEL routes are supported with the requirements being outlined within UCEM's various Codes of Practice, including the Code of Practice on Admissions and Recognition of Prior Learning (Section 12).

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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 UCEM Academic and General Regulations for Students and the UCEM Undergraduate Assessment, Progression and Award Regulations.
- Students will be allowed to progress at an advance stage on to the UCEM BSc programmes. The level of entry into the BSc will be dependent on student's prior performance, diet of modules passed and specialist BSc selected. Consideration here will be on given on the prior award level (Pass, Merits or Distinction) and the mapping of prior learning outcomes.

## Award Regulations

- On successful completion of Stage 1 of the Diploma in Higher Education programme, a Certificate in Higher Education shall be awarded to those who exit the programme.
- On successful completion of Stage 2 a Diploma in Higher Education will, on the basis of a student's performance at this stage, be awarded to those who complete the programme.
- Awards are conferred in accordance with the UCEM Academic and General Regulations for Students and the UCEM Undergraduate Assessment, Progression and Award Regulations.

## Career prospects

Diplomas and Certificates of Higher Education 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.

# Programme Aims

## Programme aims

The UCEM Diploma of Higher Education (Dip HE) 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. It will also be available to those not currently employed who are interested in the sector and may wish to seek employment therein.

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

- develop students' ability to engage with the professional environment in order to analyse, synthesise 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 programme.

The Diploma enables advanced placement should students ultimately wish to enrol onto a Bachelor's degree programme.

## 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.

# Learning Outcomes

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

|  | Level 5   | Relevant modules   |
|--|---|--------------------|
| <b>A – Knowledge and understanding</b> | <p>A5.1 Comprehension of the fundamental principles of surveying and the way in which the principles have developed.</p> <p>A5.2 Understanding of the technology required for constructing a range of buildings and their associated services.</p> <p>A5.3 Awareness of the legal and regulatory background to working in the surveying industry.</p> <p>A5.4 Understanding of appropriate organisational and financial management processes.</p> | See Curriculum Map |
| <b>B – Intellectual skills</b>         | <p>B5.1 Synthesise their learning throughout the range of subject areas covered.</p> <p>B5.2 Apply underlying concepts and principles outside the context in which they have been studied, including the application of those principles in an employment context.</p> <p>B5.3 Transfer appropriate knowledge and skills from one topic within a subject to another.</p>  | See Curriculum Map |
| <b>C – Subject practical skills</b>    | <p>C5.1 Collect, record and present data logically.</p> <p>C5.2 Use the main methods of enquiry to evaluate the appropriateness of different approaches to solving a range of tasks arising in professional practice.</p> <p>C5.3 Recognise the limits of their knowledge and how this influences analysis and interpretations based on that knowledge.</p>   | See Curriculum Map |
| <b>D – Key / Transferable skills</b>   | <p>D5.1 Communicate and collaborate effectively using a range of media.</p> <p>D5.2 Work under their own initiative and manage their time efficiently.</p> <p>D5.3 Solve problems and make decisions.</p>   | See Curriculum Map |

# 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     |
| Technical & Professional Communication                  | X                  |        |        | X<br>A | X<br>A | X<br>A |        | X<br>A | X<br>A | A<br>X | A<br>X | A<br>X |
| People & Organisational Management                      |                    |        | X      | X<br>A | X<br>A | X<br>A | X      | X<br>A | X<br>A | X      | X      | X<br>A |
| Resources Management                                    |                    |        | X      | X<br>A | X<br>A | X<br>A | X      | X<br>A | X<br>A | X      | X      | X<br>A |
| Introduction to Sustainable Development                 | X<br>A             | X<br>A |        |        | X<br>A | X<br>A | X      | X<br>A | X<br>A | X<br>A | X<br>A | X<br>A |
| Building, Environment, Technology & Simple Construction | X<br>A             | X<br>A | X<br>A |        | X<br>A |        | X      | X      | A      | X      | X      | X<br>A |
| Introduction to Real Estate Practice                    | X<br>A             |        | X<br>A |        | X<br>A |        |        |        |        | X<br>A | X      | X<br>A |
| Introduction to Construction Practice                   | X<br>A             | X<br>A | X<br>A |        | X<br>A |        | X      |        |        | A<br>X | X      | X<br>A |
| Introduction to Building Surveying Practice             | X<br>A             | X<br>A | X<br>A |        | X<br>A |        | X      |        |        | A<br>X | X      | X<br>A |
| Practical Law for Construction & the Built Environment  | X<br>A             |        | X<br>A |        | X<br>A |        | X<br>A | X      | X<br>A | X<br>A | X<br>A | X<br>A |
| Professional & Statutory Regulation                     | X<br>A             | X      | X<br>A | X<br>A | X<br>A | X<br>A | X      | A      |        | A<br>X | X      | X<br>A |
| Economics for Construction & the Built Environment      | X<br>A             |        |        |        | X<br>A | X<br>A |        | X<br>A | X<br>A | X      |        | A      |
| Portfolio of Learning from the Workplace                | A                  | X<br>A | A      | A      | X<br>A | A      | A      | A      | A      | A      | X<br>A | X<br>A |
| Building, Environment, Technology & Framed Structures   | X<br>A             | X<br>A |        |        | X<br>A |        | X      |        |        | X      | X      | A      |
| Measuring & Estimating                                  | X<br>A             | X<br>A |        | X<br>A | X      |        |        | X<br>A |        | X      | X      | X<br>A |
| Surveying & Maintaining Buildings                       | X<br>A             | X<br>A | X      | X<br>A | X<br>A |        | X<br>A | X<br>A | X<br>A | X      | X<br>A | A      |
| Residential Estate Agency & Management                  | X<br>A             |        | X<br>A | X<br>A | X      |        |        | X      | X<br>A |        | X      | A      |
| Valuation Context & Principles                          | X<br>A             |        | X<br>A | X<br>A | X      |        |        | X<br>A | X<br>A |        | X      | A      |

# Programme Structure

| Module List                           | Module   | Core /Elective | Credits | FHEQ Level |
|---------------------------------------|--|----------------|---------|------------|
| MAN4COM                               | Technical and Professional Communication<br>* ✓  | Core           | 20      | 4          |
| MAN4POM                               | People and Organisational Management   | Core           | 20      | 4          |
| MAN4RMT                               | Resources Management   | Core           | 20      | 4          |
| DEV4SUS                               | Introduction to Sustainable Development*   | Core           | 20      | 4          |
| TEC4BSC                               | Building, Environment, Technology and Simple Construction  | Core           | 20      | 4          |
| REP4REP<br><br>CON4COP<br><br>BSU4BSU | <i>Either:</i><br>Introduction to Real Estate Practice <i>or</i><br>Introduction to Construction Practice <i>or</i><br>Introduction to Building Surveying Practice | Elective       | 20      | 4          |
| LAW5PLS                               | Practical Law for Construction and the Built Environment*  | Core           | 20      | 5          |
| MAN5PSR                               | Professional and Statutory Regulation  | Core           | 20      | 5          |
| ECO5ESU                               | Economics for Construction and the Built Environment   | Core           | 20      | 5          |
| PRJ5PLW                               | Portfolio of Learning from the Workplace*  | Core           | 20      | 5          |

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|         |  |          |    |   |
|---------|--|----------|----|---|
| TEC4BFS | Building, Environment, Technology and Framed Structures  | Core     | 20 | 4 |
| QSP5MES | <i>Either:</i><br>Measurement and Estimating<br><i>or</i><br>Surveying & Maintaining Buildings | Elective | 20 | 5 |
| BSU5SMB | <i>or</i><br>Residential Estate Agency and Management  |          |    |   |
| MAN5REA | <i>or</i><br>Valuation Context & Principles  |          |    |   |
| VAL5VCP |  |          |    |   |

**Notes:**

\* These modules are delivered in both semesters. ✓ This module must be studied in the student's first semester unless they have an exemption.

**Delivery Structure**

**Diploma HE in Surveying Practice (2 year route)**

| Year  | Stage | Semester | Month  | Module  |
|-------|-------|----------|--------|---|
| 1     | 1     | S1       | 10 (4) | Technical & Professional Communication                    |
| 1     | 1     | S1       | 10     | People & Organisational Management                        |
| 1     | 1     | S1       | 10     | Resources Management                                      |
| <hr/> |       |          |        |   |
| 1     | 1     | S2       | 4 (10) | Introduction to Sustainable Development                   |
| 1     | 1     | S2       | 4      | Building, Environment, Technology and Simple Construction |
| 1     | 1     | S2       | 4      | <b>Elective module</b>                                    |
| <hr/> |       |          |        |   |
| 2     | 2     | S3       | 10 (4) | Practical Law for Construction & the Built Environment    |
| 2     | 2     | S3       | 10     | Professional and Statutory Regulation                     |
| 2     | 2     | S3       | 10     | Economics for Construction & the Built Environment        |
| <hr/> |       |          |        |   |
| 2     | 2     | S4       | 4 (10) | Portfolio of Learning from the Workplace                  |
| 2     | 2     | S4       | 4      | Building, Environment, Technology and Framed Structures   |
| 2     | 2     | S4       | 4      | <b>Elective module</b>                                    |

Or reduced velocity delivery

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### Diploma HE in Surveying Practice (3 year route)

| Year | Stage | Semester | Month  | Module  |
|------|-------|----------|--------|---|
| 1    | 1     | S1       | 10 (4) | Technical & Professional Communication                    |
| 1    | 1     | S1       | 4 (10) | Introduction to Sustainable Development                   |
|      |       |          |        |   |
| 1    | 1     | S2       | 10     | People & Organisational Management                        |
| 1    | 1     | S2       | 10     | Resources Management                                      |
|      |       |          |        |   |
| 2    | 1     | S3       | 4      | Building, Environment, Technology and Simple Construction |
| 2    | 1     | S3       | 4      | <b>Elective module</b>                                    |
|      |       |          |        |   |
| 2    | 2     | S4       | 10     | Professional and Statutory Regulation                     |
| 2    | 2     | S4       | 10     | Economics for Construction & the Built Environment        |
|      |       |          |        |   |
| 3    | 2     | S5       | 4      | Building, Environment, Technology and Framed Structures   |
| 3    | 2     | S5       | 4      | <b>Elective module</b>                                    |
|      |       |          |        |   |
| 3    | 2     | S6       | 10 (4) | Practical Law for Construction & the Built Environment    |
| 3    | 2     | S6       | 4 (10) | Portfolio of Learning from the Workplace                  |

These delivery structures are an indication of how the programme may be delivered. Due to the flexible nature of the programme and student s requirements they are not an exact rule.

#### Notes:

#### **Distinctive features of the programme structure:**

- Access route to further HE study.
- Enhanced entry points on to UCEM BSc programme from the 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.

#### Module Summaries

##### **Core Modules**

##### **Technical and Professional Communication**

This module develops students' knowledge of the accurate communication requirements between individuals, and within and between organisations using a range of media. It also develops the theoretical basis underpinning successful professional and technical communication, including how to undertake property or site inspections, the professional standards of reporting the findings, and the means by which project progress can be recorded and communicated.

##### **People and Organisational Management**

This module develops students' knowledge of the role and function of management within

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organisations in the construction, land and estate management sectors of industry, both public and private sectors. It further explores the question “what is management”, and how to distinguish it from leadership. The role of change as a central theme is explored, as organisations seek to come to terms with issues that are constantly impacting , both positively and negatively, on the people, management and the structures of businesses, and looks into how contemporary organisational behaviour as applied in the relevant sectors of industry.

## **Resources Management**

This module seeks to explain how managers within organisations in the construction, and built environment seek to achieve organisational aims by effectively using financial and other resources. The spotlight is on how managers may use non-human resources in the pursuit of corporate goals. Management is briefly distinguished, the role of change is a central theme throughout the organisation especially in the sense of changing techniques and organisational objectives. Internal financial control and external financial reporting are distinguished from each other and the essentials of capital investment appraisal financial decision making are explored.

## **Introduction to Sustainable Development**

The module explores the broader concepts, drivers and barriers relating to sustainable development, and examines the implications of sustainable development in the context of individuals and organisations, as well as considering implications of sustainable development in the context of the built environment.

## **Building Environment, Technology and Simple Construction**

This module provides an introduction to building, environment and technology based on simple construction. It comprises; communicating, simple building parameters in building and elements/components in simple buildings. Simple building examples are included, such as traditional masonry construction and roof construction typical to buildings up to 3 storeys. Consideration is made on perspectives, such as sustainability.

## **Practical Law for Construction and the Built Environment**

Within the context of the real estate and construction sectors, this module considers an overview of the English legal system, the fundamental principles of contract law, the importance of the law of tort, the important aspects of land law and the principles of dispute avoidance and the various methods of dispute resolution.

## **Professional and Statutory Regulation**

The module develops students’ knowledge of client care, ethical behaviour, health and safety, communication and negotiation, conflict avoidance and the key professional legislative landscape.

## **Economics for Construction and the Built Environment**

This module uses the tools and techniques of economics and applies them to construction and the built environment. In particular the module introduces students to micro- and macro-economic concepts that are important for an understanding of property and the property market and decision making within the construction and built environment professions. Micro-economic studies focus on a study of markets and market behaviour, whilst macro-economic studies focus on developing an understanding of national and international economics.

## **Portfolio of Learning from the Workplace**

This module requires students to demonstrate the relationship between relevant knowledge, skills and techniques acquired through the programme and the study of professional

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practice as derived from a workplace, and to communicate details of the experience gained and (where appropriate) competence developed through the preparation of a portfolio. This will include a learning diary, with written and illustrative evidence of tasks engaged with, and a reflection on the contribution of this experience to their professional and personal development. Students will be encouraged to record and comment on these tasks in a format compatible with the requirements of the RICS Associate Assessment and/or those of other professional bodies.

Completion of the module through shadowing one or more professional organisations or through other means of observing and evaluating practice, rather than through direct employment in a relevant area, is acceptable, subject to prior approval of the arrangements by the Module Leader. All students will be required to arrange either a mentor (who may be internal or external to the workplace) or work experience facilitator whilst they are undertaking their studies.

### **Building Environment, Technology and Framed Structures**

This module provides an introduction to building, environment and technology based on framed or similar construction. It relates to; communicating, theory; principles; components; design; construction techniques; construction; simple services; pathology/surveys; maintenance, sustainability; legislation and fire.

Framed building examples are included, such as steel, reinforced concrete and timber construction applicable to buildings with different occupancies such as commercial, industrial and residential. Consideration is made on perspectives, such as sustainability.

### **Elective**

#### ***Either, Introduction to Real Estate Practice***

The module introduces the main principles of practice and law relevant to the efficient management of commercial property. The module focuses primarily on the management of leases but also introduces the different bases of building measurement used and basic rental appraisal.

#### ***Or, Introduction to Construction Practice***

The module considers the role of Quantity Surveyor and Construction Manager in the design, construction and management of building projects.

#### ***Or, Introduction to Building Surveying Practice***

The module investigates a lifecycle approach to theory and practice involved in the design, adaptation and maintenance of buildings. It also considers specification writing as part of overall documentation process.

#### ***Either, Measurement and Estimating***

This module provides an understanding of the need for measurement and estimating during the tender process. It particularly focuses on the role that the quantity surveyor plays in putting together pricing and tendering documentation and how this is then costed by a contractor to create his tender price. This module will develop key practical skills in quantifying various elements of construction work from drawings using accepted conventions and their subsequent pricing.

#### ***Or, Surveying and Maintaining Buildings***

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

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Finally, it considers ways in which a sound maintenance policy can ensure that built assets continue to support the business objectives of an organisation.

### **Or, Residential Estate Agency and Management**

This module considers the residential property sales and letting market, the role of the estate agent within that market and the professional and regulatory requirements on the agent. This module also considers the legal requirements and knowledge and professional skills required by a residential property management surveyor.

### **Or, Valuation Context and Principles**

This module sets property valuation in the broad economic and financial context, and examines the purpose of property valuations; the stakeholders in the valuation process; regulatory, ethical and sustainability issues; and provides an overview of the main valuation methodologies.

## Learning, Teaching and Assessment

### Study support

#### **Induction module:**

All students are expected to complete the non-credit bearing Induction Module before the programme commences. The Induction Module is designed to equip students with the skills they need to study at UCEM.

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 UCEM.

#### **Student learning support:**

The programme is delivered via UCEM's Virtual Learning Environment (VLE) and academic teaching and support is provided online giving student's access to UCEM resources, tutors and other students worldwide.

UCEM's Student Central function will act as the main point of contact for students throughout the duration of their programme. In addition, the programme has a dedicated programme administrator.

The academic 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 UCEM administrative teams provide support for coursework, examinations and technical issues including ICT. Each student, wherever their location, will have access to a wealth of library and online materials to support their studies. International students will be supported through international case studies and guest speakers from the region will be invited to UCEM's webinar delivery.

Additional Needs support is provided via a dedicated Disability and Wellbeing team at UCEM. Additional information can be found in the UCEM Background documentation.

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### **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.

### **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, UCEM 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, Module Leaders and Module Tutors to support the students throughout their time with the programme. The UCEM 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 UCEM e Library is on a 24/7 basis and UCEM has a full time Digital Resources Manager available during normal UK working hours.

### **Learning & Teaching Strategy**

Module delivery follows a standard format incorporating a range of subject-appropriate resources suitable for the online supported learner. This may include, but is not limited to, audio visual presentations, webinars, interactive case studies and online journals and subject relevant field trips. Modules are supported by on-line access to subject specialist tutors, core texts and access to the UCEM e-library. This is provided by UCEM's Virtual Learning Environment (VLE).

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 industry related scenarios and issues.

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

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

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## Assessment Strategy

### Formative assessment

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

Students are encouraged to engage in group discussions and collaborative learning with their peers and tutors.

Communication, collaboration and time management skills are tested through the range and requirements of summative assessment throughout the Dip HE.

### 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.

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

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

Communication, collaboration and time management skills are tested through the range and requirements of summative assessment throughout the Dip HE.

#### 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, and C1 to C3, through work based learning is summatively assessed at the end of Stage 2, through the compilation of a portfolio and report of experience, evaluation and reflection thereon. Based upon professional tasks and problems.

### Assessment Diet.

The assessment for the UCEM Diploma of Higher Education Surveying Practice programme consists of a variety of assessment modes:

- a. assessed coursework's (in essay, report, problem or short question format),
- b. computer marked assessments,
- c. written examination papers,
- d. work-based learning portfolios and other e-mediated submissions.

Diploma of Higher Education (Dip HE) in Surveying Practice

| <b>STAGE 1 (Certificate of HE)</b>  |   |                         |   |
|---|---|-------------------------|---|
| <b><u>October Semester</u></b>  | <b><u>Assessment</u></b>                    | <b><u>Weighting</u></b> | <b><u>Module Credits and FHEQ level</u></b> |
| <b>Technical and Professional Communication</b><br><b><u>OR</u></b><br><b>Introduction to Sustainable Development</b>               | <b>2 x Computer marked assessment (CMA)</b> | <b>30% total</b>        | <b>20 (4)</b>                               |
|   | <b>1 x coursework</b>                       | <b>70%</b>              |   |
| <b>People &amp; Organisational Management</b>   | <b>1 x coursework</b>                       | <b>40%</b>              | <b>20 (4)</b>                               |
|   | <b>1 examination</b>                        | <b>60%</b>              |   |
| <b>Resources Management</b>   | <b>2 x CMA</b>                              | <b>30% total</b>        | <b>20 (4)</b>                               |
|   | <b>1 x coursework</b>                       | <b>70%</b>              |   |
| <b><u>April Semester</u></b>  |   |                         |   |
| <b>Technical and Professional Communication</b><br><b><u>OR</u></b><br><b>Introduction to Sustainable Development</b>               | <b>2 CMA</b>                                | <b>30% total</b>        | <b>20 (4)</b>                               |
|   | <b>1 x coursework</b>                       | <b>70%</b>              |   |
| <b>Building, Environment, Technology &amp; Simple Construction</b>  | <b>1st coursework</b>                       | <b>40%</b>              | <b>20 (4)</b>                               |
|   | <b>2nd coursework</b>                       | <b>60%</b>              |   |
| <b>Introduction to Real Estate Practice</b><br><b><u>OR</u></b><br><b>Introduction to Construction Practice</b><br><b><u>OR</u></b> | <b>2 CMA</b>                                | <b>30% total</b>        | <b>20 (4)</b>                               |
|   | <b>1 x coursework</b>                       | <b>70%</b>              |   |

Diploma of Higher Education (Dip HE) in Surveying Practice

|  |  |   |   |
|--|--|---|---|
| <b>Introduction to Building Surveying</b>  |  |   |   |
| <b><u>STAGE 2 (Diploma in HE)</u></b>  |  |   |   |
| <b><u>October Semester</u></b>   | <b><u>Assessment</u></b>   | <b><u>Weighting</u></b>                                   | <b><u>Module Credits and FHEQ level</u></b> |
| <b>Practical Law for Construction and the Built Environment</b><br><b><u>OR</u></b><br><b>Portfolio of Learning from the Workplace</b> | <b>2 CMA</b><br><b>2 x coursework</b><br><br><b>Reflective Portfolio</b> | <b>20% total</b><br><b>80% total</b><br><br><b>(100%)</b> | <b>20 (5)</b><br><br><br><b>20 (5)</b>      |
| <b>Professional &amp; Statutory Regulation</b>   | <b>1 x coursework</b><br><b>1 examination</b>                            | <b>40%</b><br><b>60%</b>                                  | <b>20 (5)</b>                               |
| <b>Economics for Construction and the Built Environment</b>  | <b>1 x coursework</b><br><b>1 examination</b>                            | <b>40%</b><br><b>60%</b>                                  | <b>20 (5)</b>                               |
| <b><u>April Semester</u></b>   |  |   |   |
| <b>Practical Law for Construction and the Built Environment</b><br><b><u>OR</u></b><br><b>Portfolio of Learning from the Workplace</b> | <b>2 CMA</b><br><b>2 x coursework</b><br><br><b>Reflective Portfolio</b> | <b>20% total</b><br><b>80% total</b><br><br><b>(100%)</b> | <b>20 (5)</b><br><br><br><b>20 (5)</b>      |

## Diploma of Higher Education (Dip HE) in Surveying Practice

|  |                                  |            |               |
|--|----------------------------------|------------|---------------|
| <b>Building,<br/>Environment,<br/>Technology &amp;<br/>Framed<br/>Structures</b> | <b>1<sup>st</sup> coursework</b> | <b>40%</b> | <b>20 (4)</b> |
|  | <b>2<sup>nd</sup> coursework</b> | <b>60%</b> |               |
| <b>Elective<br/>(one from four)</b>  | <b>1 x coursework</b>            | <b>40%</b> | <b>20 (5)</b> |
|  | <b>1 examination</b>             | <b>60%</b> |               |

### PSRB Benchmark Mapping

The Diploma of Higher Education offers modules that map to RICS competencies in Commercial Property, Valuation, Building Surveying, Quantity Surveying, Residential Estate Agency and Residential Property Management.