

**This table indicates the modules included in this programme and the structure which they follow.**

Should you require further information about the modules, please contact [admissions@ucem.ac.uk](mailto:admissions@ucem.ac.uk)

5 years (standard route).

You may change your study pattern at any point up until the start of a module.

**Please note:**

Students can either start in September or March.

*Where considered necessary to do so at any stage, UCEM may seek to make variations to programme content, entry requirements and methods of delivery, and to discontinue, merge or combine programmes. This is subject to consultation with relevant students and other stakeholders, setting out the reasons for the proposed amendment(s), and compliance with the requirements of the UCEM Code of Practice on Programme Monitoring, Amendment, Review and Discontinuation. Should such an eventuality occur during the admissions and registration process, applicants will be informed immediately of any change and the alternative arrangements that have been put in place.*

Foundation Year		
Yr 1	People & Buildings (20 Credits) Land & Buildings (20 Credits) Materials, Methods & Buildings (20 Credits) Markets & Buildings (20 Credits)	
BSc (Hons)		
Yr	October Semester	April Semester
2	Introduction to the Built Environment (20 Credits) Digital Technologies (20 Credits)	Introduction to Regulatory Frameworks (20 Credits) Construction Technology 1 (20 Credits)
3	Design & Structures (20 credits) Law for the Built Environment (20 credits)	Environmental Science (20 credits) Construction Technology 2 (20 credits)
4	Building Control (20 Credits) Planning & Conservation (20 Credits)	Integrated Project 1 (20 credits) Integrated Project 2 (20 credits)
5	Building Pathology (20 credits) Fire Safety (20 credits)	Sustainable Management of Property (20 credits) Public Safety in Buildings (20 credits)
Project (40 Credits)		

■ Foundation Year Core Modules   
 ■ BSc (Hons) Core Modules  
 Standard route (part-time)

You will study two modules per 26 week semester, in 9 week module blocks

## Year 1 (Foundation Year)

### People & Buildings (core)

#### Aims

This module aims to examine the relationships between buildings and the people who create, own and use them. It considers how the external and internal design of buildings fits their purpose and performs different functions for different stakeholder groups. It aims to stress the importance of sustainability in the design and use of buildings. Throughout this module, the core skills needed to succeed when studying in Higher Education are developed to support progression onto a Bachelors programme accredited by Professional, Statutory and Regulatory Body(ies) (PSRBs). These skills include:

- classification and presentation of data;
- online research;
- reading and listening comprehension;
- writing descriptions and summaries;
- creating a PowerPoint presentation,
- measuring, drawing and calculating quantities.

## Assessment

	Weighting
Assessment 1: ePortfolio	100%
	Pass mark: 40%

## Land & Buildings (core)

### Aims

This module aims to consider and examine the land on which buildings are constructed. It considers the different types of land, landscape and land use, the demand for, and supply of land. It considers the different types of communities which establish themselves on land. It also stresses the importance of sustainability in the way in which land is developed and used. Throughout this module, the core skills needed to succeed when studying in Higher Education are developed to support progression onto a Bachelors programme accredited by Professional, Statutory and Regulatory Body(ies) (PSRBs). These skills include:

- collecting data from multiple sources,
- understanding maps,
- reading and listening comprehension,
- writing descriptions and summaries,
- using simple statistical methods,
- drawing graphs and charts,
- performing calculations on building density and size.

### Assessment

	Weighting
Assessment 1: ePortfolio	75%
Assessment 1: Computer Marked Assessment	25%
	Pass mark: 40%

## Materials, Methods & Buildings (core)

### Aims

This module aims to explore the materials and methods used when creating buildings and the issues concerning these materials and methods. It considers the costs and benefits of creating and improving buildings. It also stresses the sustainable sourcing and use of building materials. Throughout this module the core skills needed to succeed when studying in Higher Education are developed to support progression onto a Bachelors programme accredited by Professional, Statutory and Regulatory Body(ies) (PSRBs). These skills include:

- classification and presentation of data,
- online research,
- reading and listening comprehension,
- writing descriptions, summaries and business letters,
- creating a PowerPoint presentation,
- calculating areas and volumes and comparing costs and benefits.

### Assessment

	Weighting
Assessment 1: ePortfolio	100%
	Pass mark: 40%

## Markets & Buildings (core)

### Aims

This module aims to investigate the markets in which residential and commercial buildings are bought and sold, leased and rented. It considers the responsibilities of owning and managing buildings and briefly outlines how buildings are valued for investment purposes. It stresses economic and social sustainability in housing markets. The core skills needed to succeed when studying in Higher Education are developed to support progression onto a Bachelors programme accredited by Professional, Statutory and Regulatory Body(ies) (PSRBs). These skills include:

- explaining cause and effect relationships,
- collecting data from multiple sources,
- performing calculations on data and drawing graphical representations,
- planning and writing a formal report,
- comparing advantages and disadvantages and performing interest rate calculations.

### Assessment

	Weighting
Assessment 1: ePortfolio	75%
Assessment 1: Computer Marked Assessment	25%
	Pass mark: 40%

The assessment methods for the following modules, which will be delivered from October 2020, are currently in design and will be confirmed closer to the time. The assessments will consist of a variety of methods including:

- assessed coursework (such as essays, reports, portfolios, reflections, problem or short questions or video presentations)
- computer marked assessments
- project submissions

## Year 2

### Introduction to the Built Environment (core)

### Aims

This module covers the core skills needed to succeed when studying in Higher Education, and when progressing toward accreditation with a Professional, Statutory and Regulatory Body (PSRB). This module provides an introduction to the different roles within the surveying and architectural technology professions. The main emphasis of the learning focuses on the student's ability to communicate information in clear and concise terms.

### Digital Technologies (core)

### Aims

The Digital Technologies module takes the R.A.T. model (Replacement, Amplification, Transformation) (Hughes, 2005) and applies it to the use of technology specific to surveying, construction management and architectural technology professions. This enables the student to begin defining what role technology plays in their studies and in the workplace, and to evaluate the worth of each piece for that digital world.

## Introduction to Regulatory Frameworks (core)

### Aims

This module provides an introduction to the fundamental legislative and regulatory frameworks under the law in England and Wales, as it affects built environment professionals.

It focuses on regulatory frameworks relating to building regulations and planning controls, inclusivity, sustainability, health and safety, hazardous materials and the role of the professional accrediting bodies such as the Royal Institute of Chartered Surveyors (RICS), Chartered Institute of Building (CIOB) and Chartered Institute of Architectural Technologists (CIAT).

## Construction Technology 1 (core)

### Aims

This module covers the construction aspects of simple low-rise buildings. It explores the ways in which low rise buildings can be built, and the materials and details that are most commonly used. Technologies that are used in the UK and in other parts of the world are considered in the provision of housing and buildings for other uses.

## Year 3

### Design & Structures (core)

#### Aims

This module covers key aspects of the theory and practice of design for buildings and building structures. It applies building technology theory and practice to straightforward design situations. The main study topics include the nature and relevance of design, design parameters, information and data, site analysis, spatial considerations, technology of fabric and services, building aesthetics. In addition, structural elements of design are introduced, looking at the theory and principles of structural calculation, and the requirements for building approval.

### Law for the Built Environment (core)

#### Aims

This module enables the student to develop a basic understanding of aspects of the sources of civil law and common law and relevance to the property and construction sectors in different jurisdictions, including an understanding of terminology used and the relevant principles of tort and contract law. This module provides the underpinning legal knowledge for further legal studies later in the programme.

### Environmental Science (core)

#### Aims

Environmental Science can cover many academic subjects related to the study of the environment: this module focuses on the understanding of how a building is affected both by its environment and its occupants, and vice versa: what effect that building has on the environment and people living in and around it. The relationship is a complex one, which is addressed here by using 'human comfort' as the overarching theme, and breaking that down into individual factors of heat, air, moisture, sound and light. These studies are designed to give some insight into the interaction between people, policies and perceptions regarding the natural and built environments.

## Construction Technology 2 (core)

### Aims

This module covers the construction technology and environmental control of long span and high rise framed structures. It aims to enable the student to respond effectively and professionally to the following series of questions:

- What is the purpose of a building?
- What statutory & voluntary regulation applies?
- What are appropriate building performance criteria?
- How is the building constructed?
- Why is it constructed that way?

## Year 3

### Building Control (core)

#### Aims

This module introduces building control students to one of the core competencies within the Industry and a competency which is required for students to become members of the accrediting professional bodies. The module examines the requirements for site inspections of building work to ensure that the work carried out meets relevant performance standards. Students will examine the Building Act 1984 or relevant equivalent in the country the student is based, together with the regulations or guidance which stem from this. Students will apply the standards and regulations to different scenarios, consider the phases of compliance and examine the mechanisms for dealing with non-compliant work.

### Planning & Conservation (core)

#### Aims

This module provides a brief introduction to the evolution of buildings from the 18th to the 20th century. It also provides a brief introduction to the UK planning system. It comprises the dating of buildings through the evolution of materials and architectural styles from the 18th to 20th century; planning policy and plan making; the regulations affecting development; contemporary planning issues. The overall emphasis is on a practical approach to the subject.

### Integrated Project 1 (core)

#### Aims

This module enables students to consolidate their knowledge and skills gained from previous studies, and to work collaboratively in multi-disciplinary groups, within a project scenario.

The scenario will focus on preparation of a feasibility study for a client which provides reasoned advice on the potential for reconstruction or adaption of an existing commercial or industrial property for a new use. It provides the context for the further development of the study into Integrated Project 2.

Whilst BS and ADT students will have studied many of the same modules in their respective programmes, the scenario presents opportunities to demonstrate how each discipline can contribute to different elements of a feasibility study and for students to appreciate the strengths of each other's disciplines. Critically, this module provides an opportunity for elements of collaboration and personal reflection.

## Integrated Project 2 (core)

### Aims

This module enables students to consolidate their knowledge and skills gained from the previous module, working collaboratively in multi-disciplinary groups, within a project scenario.

The context of the project was set in the Integrated Project 1 module whereby students undertook due diligence work for a commercial or industrial building and provided feasibility advice to a client on the options available in terms of reconstruction or adaption of the property for a new use.

This second stage of the project is to identify procedures required for the adaption and refurbishment of the building based on a client's brief and to produce a scheme design for this and other associated data and documentation.

Whilst BS and ADT students will have studied many of the same modules in their respective programmes, the scenario presents opportunities to demonstrate how each discipline can contribute to different elements of a scheme design and for students to appreciate the strengths of each other's disciplines.

## Year 5

### Building Pathology (core)

#### Aims

This module is concerned with the pathology of buildings. It will develop students' ability to effectively diagnose and evaluate a range of commonly encountered building defects through a process of inspection, testing, survey and analysis.

This module aims to:

- explain and analyse key mechanisms, symptoms and impacts of a range of common building defects;
- develop a critical, rational and well-informed approach to the diagnosis of a range of common building defects and their remediation;
- critically appraise issues relating to professional liability and defects analysis;
- develop critical thinking and excellence in communication skills related to the reporting of building defects and their remediation.

### Fire Safety (core)

#### Aims

Fire safety is a core competency within the Industry and one which is essential for students to become members of the accrediting professional bodies. The module draws on students' learning in earlier construction technology and law modules and the Building Control module at level 5. Students study the nature of fire, the relevant regulations and standards, methods of protection of buildings and occupiers and means of escape, in relation to domestic and commercial buildings.

### Sustainable Management of Property (core)

#### Aims

This module aims to provide students with an appreciation of the essential link between the management of property – in terms of both utility and investment – and the business objectives of the client organisation. It considers the broader context of property management, in relation to clients, sustainability, legislation and the lifecycle of property. It also examines the nature of data required for an asset management plan and the collection of this.

## Public Safety in Buildings (core)

### Aims

A core skill for building control surveyors is the ability to assess the use of a building or venue for public events to ensure the safety of those attending. This module looks at safety in buildings and venues such as sports grounds, licenced premises and concert venues. Students will examine the legislation and guidance around the safety of buildings and venues and explore the application of these in different scenarios. They will use knowledge and skills already gained in earlier modules relating to construction technology, law and building control.

## Project (core)

### Aims

This module aims to:

- recognise the knowledge and skills developed throughout the programme through a self-directed investigation into a chosen project;
- develop self-reflection;
- develop and apply research techniques to the detailed examination of an issue or activity within a project in either the workplace or the public domain.