



UNIVERSITY COLLEGE  
OF ESTATE MANAGEMENT

# **Certificate of Higher Education Built Environment Studies**

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Programme Specification 2022-  
2023

Version: 4.00

Status: Final

Date: 06/05/2022

# Summary Programme Details

## Final Award

**Award:** Certificate of Higher Education

**Title of (final) Programme:** Built Environment Studies

**Credit points:** 120

**Level of award (QAA FHEQ):** 4\*

\*The level of award for this programme is level 4 however, students will study one module at Level 5.

## Intermediate award(s)

None

## Validation

**Validating institution:** University College of Estate Management (UCEM)

**Date of last validation:** December 2019

**Date of next periodic review:** December 2024

**Date of commencement of first delivery:** September 2020

**Duration:** Part-time study: 1.5 years

Full-time study: 1 year

**Maximum period of registration:** In accordance with the [Academic and Programme Regulations \(opens new window\)](#).

**UCAS Code/ HECoS Code:** K230/ 100216

**Programming Code:** UXXC

**Other coding as required:** BE(S)(F)

## Professional accreditation / recognition

None

## QAA benchmark statement

[UK Quality Code for Higher Education \(opens new window\)](#)

[The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(opens new window\)](#)

[Quality Assurance Agency \(QAA\) Subject Benchmark Statement: Land, Construction, Real Estate and Surveying October 2016 \(opens new window\)](#)

# Programme Overview

## Rationale

This programme provides students with a detailed understanding of the principles and practice involved in the property and construction industries, up to a Level 4 standard (the first level of a Bachelor's degree).

The programme provides the academic underpinning necessary to prepare students to start their journey towards a career as a Chartered Surveyor, without the initial financial and time commitment of a full Bachelor's degree. This means students can take control over the timing and progression of their studying to suit personal and career circumstances. Successful students can then choose to progress onto one of UCEM's accredited BSc (Hons) programmes.

## Entry Requirements

Students are required to be 18 years or over at the start of their programme.

Entrants to this programme normally are required to have:

- obtained 96 UCAS tariff points or an equivalent level of attainment through recognised qualifications not included in the UCAS tariff; \*
- Or
- completed an Advanced Apprenticeship in Surveying\*\* or an Advanced Apprenticeship in Construction Technical\*\* through which a Construction and Built Environment Diploma with a minimum DD profile was obtained or through which a Construction and Built Environment Extended Diploma with a minimum MMM profile was obtained, or an equivalent qualification;
- Or
- a current Royal Institution of Chartered Surveyors (RICS) Associate qualification (AssocRICS) and be in relevant employment; \*\*\*
- Or
- successfully completed the UCEM BSc Access module programme;

### And

- GCSE Grade 4 (or C) or above in English and Mathematics or an equivalent Level 2 qualification in English and Mathematics as defined by the Regulated Qualifications Framework (RQF) in England.
- \* Recognised qualifications having an equivalent level of attainment as those recognised by UCAS include: Higher National Certificate (HNC), Higher National Diploma (HND), professional qualifications from recognised institutions, certain armed forces qualifications and partially completed degrees. There are also a wide range of international qualifications that are deemed to have UCAS point equivalent values. For more information on equivalent qualifications please contact: [admissions@ucem.ac.uk](mailto:admissions@ucem.ac.uk).
- \*\* Completion of this apprenticeship will need to be evidenced through a verified copy of the apprenticeship completion certificate as issued by the apprenticeship certification body.
- \*\*\* Relevant employment is employment in a job role that will support the applicant in developing the required skills, knowledge and behaviours.

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The academic level of international qualifications that are not listed on the UCAS tariff will be assessed using UK NARIC.

If an applicant 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 any professional and life experiences as well as any academic or vocational qualifications the applicant may hold. The applicant 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.

Applications are assessed in accordance with the UCEM [Code of Practice: Admissions and Recognition of Prior Learning \(opens new window\)](#).

## English language requirements

All UCEM programmes are taught and assessed in English. In addition to the programme entry requirements listed above, all applicants will therefore be required to demonstrate adequate proficiency in the language before being admitted to a programme. Therefore, applicants must possess one of the following:

- GCSE Grade 4 (or C) or above in English Language or English Literature, or an equivalent qualification. For further information on equivalent qualifications please contact: [admissions@ucem.ac.uk](mailto:admissions@ucem.ac.uk).
- Grade 5.5 or above, with at least 5.5 in the reading and writing modules in the International English Language Testing System (IELTS) academic test administered by the British Council.
- 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.
- Grade 4 (or C) or above in English (Language or Literature) at A/S Level.
- HKDSE (Hong Kong Diploma of Secondary Education) Grade 3, or HKALE (Hong Kong Advanced Level Examination – Advanced Level & Advanced Supplementary Level) Grade E, or HKCEE (Hong Kong Certificate of Education Examination) Grade 3-5\* or Grade A-D (Syllabus B only).

\*Applicants with a Bachelor's Degree that has been taught and examined in the English medium can be considered for entry in the absence of the qualifications detailed above.

## Recognition of prior learning (RPL) or recognition of prior experiential learning (RPEL) routes into the programme

UCEM policy and procedures for Recognition of Prior Experiential Learning (RPEL) and Recognition of Prior Learning (RPL) are set out in the UCEM [Code of Practice: Admissions and Recognition of Prior Learning \(opens new window\)](#). This policy statement takes precedence in any such decision.

RPEL may be used for admission onto the programme in accordance with the entry requirements stated in the section above. However, RPEL and RPL do not normally enable transfer of credit to the programme nor enable exemption from any component on the programme.

## Programme Progression

For details of progression arrangements, please view the [Academic and Programme Regulations \(opens new window\)](#).

Successful completion of the Certificate of Higher Education may enable the student to progress onto UCEM's BSc (Hons) programmes.

## Award Regulations

For details of award arrangements, please view the [Academic and Programme Regulations \(opens new window\)](#).

## Career Prospects

The programme serves as a springboard for both further study and/or entrance into the professional workforce. This programme equips students with the essential foundation blocks to consider a number of the professional pathways within the property and construction industries. The following list provides a range of the types of careers that students may pursue after completing this programme:

- Construction management;
- Quantity Surveying;
- Building Surveying;
- Property agency and management;
- Property valuation and investment.

Built Environment professionals work in both the private and public sectors, predominantly in the UK but there are increasing opportunities to work in other countries depending on the type and nature of the employer organisation.

## Programme Aims

### Programme aims

The programme aims to provide students with a thorough understanding of the principles and practices of the built environment. It provides students with a progressive development of knowledge and skills at the first level of a BSc degree award, Level 4. Students will have the opportunity to continue their studies to complete a full BSc (Hons) degree from UCEM's of available programmes and complete Level 5 & 6 of the full BSc award.

The programme is designed to ensure that students have a stimulating and challenging education relevant to their level of study, which serves as a springboard into further study and/or the professional workplace. Students will also develop a broad range of skills which are transferable across other industries.

### Market and internationalisation

This programme is aimed at UK and international students. While UK law, regulatory controls and practice are at the core of the study materials, the programme aims to contextualise within an international framework. Where possible, comparative examples are used to highlight the difference in regional approaches, and thus foster further understanding of the principles and applications introduced.

# Learning Outcomes

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

## Level 4

### A – Knowledge and understanding

Learning Outcomes	Relevant modules
A4.1. Recognise the basic principles that underpin the theory and practice of the property and construction industries.	MAN4POM LAW4RFW LAW4LST CON4TE1 CON4TE2 TEC4DIG
A4.2. Outline the ethical, management, legal and regulatory frameworks and systems impacting on the property and construction industries.	LAW4RFW LAW4LST CON4TE1 CON4TE2 TEC4DIG
A4.3. Relate environment and sustainability issues to the property and construction industries.	LAW4RFW CON4TE1 CON4TE2
A4.4. Explain the basic principles of property construction and associated digital technologies.	TEC4DIG CON4TE1 CON4TE2

### B – Intellectual skills

Learning Outcomes	Relevant modules
B4.1. Describe the impact of sustainability on existing and new buildings.	LAW4RFW CON4TE1 CON4TE2
B4.2. Demonstrate the ability to write in a range of formats.	MAN4POM LAW4RFW LAW4LST TEC4DIG
B4.3. Develop an awareness and ability to evaluate and appraise information.	MAN4POM LAW4RFW LAW4LST CON4TE1 CON4TE2 TEC4DIG

### C – Subject practical skills

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Learning Outcomes	Relevant modules
C4.1. Recognise the uses of technology in the built environment.	CON4TE1 CON4TE2
C4.2. Illustrate an understanding of the development and use of digital skills.	TEC4DIG CON4TE1 CON4TE2
C4.3. Understand areas of legislation which affect the built environment.	LAW4RFW LAW4LST

## D - Key / Transferable skills

Learning Outcomes	Relevant modules
D4.1. Record the development and planning of individual learning.	MAN4POM LAW4RFW LAW4LST CON4TE1 CON4TE2 TEC4DIG
D4.2. Demonstrate the development of written, numeric and communication skills.	MAN4POM LAW4RFW LAW4LST CON4TE1 CON4TE2 TEC4DIG
D4.3. Demonstrate various methods of communicating information.	MAN4POM LAW4RFW LAW4LST CON4TE1 CON4TE2 TEC4DIG
D4.4. Identify and solve problems within guided scenarios.	MAN4POM LAW4RFW LAW4LST CON4TE1 CON4TE2 TEC4DIG
D4.5. Develop a knowledge and understanding of the principles of sustainability.	LAW4RFW CON4TE1 CON4TE2

## Level 5

### A – Knowledge and understanding

Learning Outcomes	Relevant module
A5.1. Process and interpret data from various sources and apply to professional practice	BSU5PCO ECO5BEC
A5.2. Analyse and solve complex problems using appropriate models and methods.	

### B – Intellectual skills

Learning Outcomes	Relevant module
B5.1 Integrate and transfer appropriate knowledge, skills and learning throughout the range of subject areas covered.	BSU5PCO ECO5BEC
B5.2 Apply concepts and principles across the various subject areas within the same level of study.	
B5.3 Select and apply appropriate techniques of appraisal, analysis and research.	

### C – Subject practical skills

Learning Outcomes	Relevant module
C5.1. Use the main methods of enquiry to evaluate the appropriateness of different approaches to solving a range of problems arising in a professional environment.	BSU5PCO ECO5BEC
C5.2. Discuss the importance of environmental, social and governance criteria to professional practice.	

### D – Key / Transferable skills

Learning Outcomes	Relevant module
D5.1. Communicate effectively and professionally in a range of mediums to both industry and academic stakeholders.	BSU5PCO ECO5BEC
D5.2. Work independently and manage time efficiently	
D5.3. Identify and solve problems and make decisions through reflective thinking and analysis	
D5.4. Identify where sustainable principles can be adopted thereby considering wider sustainable opportunities and constraints.	



# Programme Structure

## Module List

Code	Module	Level	Credits
LAW4LST	Law for the Built Environment	4	20
MAN4POM	People and Organisational Management	4	20
TEC4DIG	Digital Technologies	4	20
CON4TE1	Construction Technology 1	4	20
LAW4RFW	Introduction to Regulatory Frameworks	4	20
CON4TE2	Construction Technology 2	4	20
BSU5PCO	Planning and Conservation	5	20
ECO5BEC	Economics for the Built Environment	5	20

### Notes

Credits are part of the Credit Accumulation and Transfer System (CATS). Two UK credits are equivalent to one European Credit Transfer System (ECTS) credit.

## Delivery Structure

### Part-time study

#### Autumn (UK) Entry

##### Year 1, Semester 1

Module Code	Module Name	Level
LAW4LST	Law for the Built Environment	4
MAN4POM	People and Organisational Management	4

##### Year 1, Semester 2

Module Code	Module Name.	Level
TEC4DIG	Digital Technologies	4
CON4TE1	Construction Technology 1	4

##### Year 2, Semester 1

Module Code	Module Name	Level
LAW4RFW	Introduction to Regulatory Frameworks	4
BSU5PCO	Planning and Conservation	5

## Spring (UK) Entry

### Year 1, Semester 1

Module Code	Module Name	Level
TEC4DIG	Digital Technologies	4
CON4TE1	Construction Technology 1	4

### Year 1, Semester 2

Module Code	Module Name	Level
LAW4LST	Law for the Built Environment	4
MAN4POM	People and Organisational Management	4

### Year 2, Semester 1

Module Code	Module Name	Level
CON4TE2	Construction Technology 2	4
ECO5BEC	Economics for the Built Environment	5

## Full-time study

### Autumn (UK) Entry

#### Year 1, Semester 1

Module Code	Module Name	Level
LAW4LST	Law for the Built Environment	4
MAN4POM	People and Organisational Management	4
LAW4RFW	Introduction to Regulatory Frameworks	4

#### Year 1, Semester 2

Module Code	Module Name	Level
TEC4DIG	Digital Technologies	4
CON4TE1	Construction Technology 1	4
BSU5PCO	Planning and Conservation	5

## Spring (UK) Entry

### Year 1, Semester 1

Module Code	Module Name	Level
TEC4DIG	Digital Technologies	4
CON4TE1	Construction Technology 1	4
CON4TE2	Construction Technology 2	4

### Year 1, Semester 2

Module Code	Module Name	Level
LAW4LST	Law for the Built Environment	4
MAN4POM	People and Organisational Management	4
ECO5BEC	Economics for the Built Environment	5

## Module Summaries

### LAW4LST Law for the Built Environment

This module provides an introduction to the English and Welsh legal system and covers the law of contract and the law of tort. This module will consider the development and sources of English and Welsh law and how the law is enforced. The module will consider how a valid contract can be formed; the importance of contract clauses; how a contract can be breached and how it can be discharged; the consequences of discharge. The module will also consider the importance of the law of tort to the construction and property industry, with emphasis on negligence, occupiers' liability, nuisance and trespass to land, as well as an analytical approach to legal problem solving.

### MAN4POM People and Organisational Management

This module explores the question of “what is management?” and seeks to distinguish it from leadership. It explains the role and function of management within organisations in the construction and the built environment. It also considers the role of change as a central theme 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 organisations.

### TEC4DIG Digital Technologies

This module introduces students to the role of technology and data within the built environment and how it impacts on the roles within the property and construction profession. It starts to identify the digital literacies needed by professionals to meet the changing needs of clients and the industry as a whole. This enables the student to begin defining what role technology plays in their studies and in the workplace, and to evaluate the skills they need to develop.

### CON4TE1 Construction Technology 1

This module provides an introduction to building, environment and technology based on simple construction, establishing a foundation of knowledge and understanding to be

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developed in later modules. It develops students' communication skills, enabling them to describe simple construction in a professional manner. Simple building examples are included, such as traditional masonry construction and roof construction typical in buildings of up to three storeys. Perspectives such as sustainability are considered.

## **LAW4RFW Introduction to Regulatory Frameworks**

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 relevant professional, statutory and regulatory bodies.

## **CON4TE2 Construction Technology 2**

This module provides an introduction to the building and environmental technology of framed construction. Topics covered include: the principles of framed structures; design & its communication; material and component selection; construction techniques; simple environmental services, as well as more complex related issues of sustainability; legislation and fire safety. Key generic skills such as producing and understanding simple drawn information and professional report writing are introduced. Examples of framed buildings are included, such as steel, reinforced concrete and timber construction applicable to buildings with different types of usage such as commercial, industrial and residential. Perspectives such as sustainability are also considered.

## **BSU5PCO Planning and Conservation**

This module provides a brief introduction to the evolution of buildings from the 18th to the 21st centuries. 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; planning policy and plan making; the regulations affecting development; and contemporary planning issues. The overall emphasis is on a practical approach to the subject.

## **ECO5BEC Economics for the Built Environment**

This module covers the application of basic economic theory to the four dimensions of property and construction sector activity: the market dimension, the public policy dimension, the temporal dimension and the spatial dimension. It draws on conventional micro- and macro-economics but also on aspects of managerial economics and economic geography. It encourages a recognition of the relevance of economic analysis to property-related issues and facilitates a command of the analytical skills used in property and construction economics.

# Learning, Teaching and Assessment

## Learning & Teaching

### Knowledge and understanding

The teaching, learning and assessment strategy for the programme is guided by the UCEM-wide Learning, Teaching and Assessment Strategy (LTAS 2020-2025). This ensures all programmes promote a logical learning journey for students. The approach adopted is student-centred learning design, that supports the educational needs of our diverse student community. Learning has been designed with flexibility in mind to support students to adopt their own learning experience best suited to their needs.

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Students are taught through online learning resources available to them, including customised text material, study papers, learning activities and interactive media. These are complemented by a variety of Tutor-facilitated sessions and interactions, using a range of media for enhancement of the learning experience.

## **Intellectual skills**

Learning and teaching methods are applied to enable the development of cognitive skills. These skills are aligned to those used by property and construction professionals, but also meet the needs of working in other industries. These skills are developed through interaction with multi-media learning resources, self-directed learning and via participation in student-centred learning activities. The approach to assessment is tutor-guided and formative feedback on these skills is given appropriate emphasis.

## **Subject practical skills**

The subject themes included in this programme's modules introduce the theoretical and practical understanding that will allow students to have a practical understanding of key elements and components that support and drive the students ability to engage with the property and construction industries.

Examples of these subjects include the planning, construction, evaluation, and regulation of buildings; basic economic theory; and the practical application of the influence of ethical social and regulatory requirements.

Law modules at level 4 provides a general legal background to contract law together with other aspects of law such as health and safety, relevant tort law, planning policy, party wall and other neighbour related law.

## **Key/Transferable skills**

The Induction Module sets out the importance of transferable skills. These skills are developed through the programme, utilising study and assessment. This can be via virtual learning environment (VLE) discussion, tuition discussion, problem-solving exercises, which are conducted individually or in groups, and coursework, which provides the ideal combination to internalise these aspects through different learning methods.

## **Assessment**

The assessment strategy for the programme is guided by the UCEM-wide Learning, Teaching and Assessment Strategy (LTAS 2020-2025). The aim of UCEM's assessments is to allow students an opportunity to demonstrate what they have learned using a range of formats and which encourage critical self-reflection linked to personal development. To support this, assessments are clearly related to module learning outcomes and the activities within the module support students in achieving these.

UCEM's practice is to require assessments to be vocationally and professionally relevant. Assessments are built that have direct application to industry standards, and that enable students to learn through real world scenarios and working practice. This involves the generation of tasks based on problems, scenarios or case studies from recent real-world situations that reflect and/or replicate the vocational requirements of the industry and the international nature of the subject matter. All elements of assessments are discipline-specific for each programme as well as supporting the acquisition and promotion of transferable skills, including research skills development.

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Formative assessment and feedback opportunities are provided throughout the programme in a variety of formats to motivate, guide and develop students through their learning. Students are required to complete various pieces of coursework in the modules which are assessed within set time frames. Detailed feedback is provided on tutor-assessed work, which explains how the mark was derived, what was done well and what could be improved for future assessments. Objective testing is also utilised in formative (including self-assessment) and summative assessment. Individual projects in the final stage are assessed in accordance with their own guidelines and marking schemes.

All assessment contributing to progression or award is subject to moderation policies. Moderation at UCEM is designed to reflect the quality of the student submission and the benchmark standards for the various levels of undergraduate study. Moderation of marking accords with QAA recommended best practice to ensure that marking criteria have been fairly, accurately, and consistently applied during first marking.

## Assessment Diet

The types of assessments used on this programme will include coursework (such as essays, reports, portfolios, reflections, problem or short questions or video presentations), computer-based assessments, and computer marked assessments (CMAs). The exact combinations of assessment will vary from module to module. In general, there will be 2 assessments per module. The first assessment is either coursework or a CMA. The second assessment is usually coursework. Some modules may have up to a maximum of 4 assessments.

# Study Support

## Induction module

All students are expected to complete the non-credit bearing Induction module before the programme commences.

The purpose of the Induction module is to:

- begin to prepare the student for studying with UCEM;
- enable UCEM to identify further ways in which the Institution may be able to facilitate and support the student as they progress through their learning journey.

There are a variety of resources which will help the student to get started. These include tutorials regarding how to use the Virtual Learning Environment (VLE), the UCEM e-Library and information regarding how to join a webinar. All of this information is key to having a successful start to supported online learning with UCEM.

There is a 'Writing in Your Own Words' e-learning resource and associated quiz. This resource aims to provide the student with relevant examples of referencing, and a clear understanding of what plagiarism is and how to avoid it. Additionally, the 'Readiness for Learning' questionnaire, prompts the student to consider the practicalities surrounding their studies.

This element of the Induction module is designed to provide feedback to the Institution in order to identify further ways in which UCEM may be able to facilitate and support the student as they progress. Further information relating to study skills support is also included.

## **Student learning support**

The programme is taught via UCEM's Virtual Learning Environment (VLE), and academic facilitation and support is provided online giving students access to UCEM Tutors and other students worldwide.

The Learning & Teaching 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 assessments and technical issues including ICT. UCEM's 'Student Central' portal provides the main point of contact for students for these teams throughout the duration of their programme.

Each student, wherever their location, will have access to a wealth of library and online materials to support their studies. International students are able to use their local context when writing their assessments.

The Learning and Teaching Enhancement Team works with departments to promote student retention, achievement and success. This work is achieved through a multi-faceted approach, which consists of:

- supporting learning on modules by responding to non-subject specific queries and assisting with synchronous learning delivery and making proactive contact with non-engaged students;
- identifying students who are at risk of interrupting their studies and/or withdrawing at specific points in the academic calendar;
- working with the Learning & Teaching team to identify ways in which student success can be further facilitated;
- supporting both students and the Learning & Teaching staff through timely interventions which may include creating support materials and providing academic study skills support through academic skills surgeries.

Relevant research is also carried out to inform proactive interventions, and to develop policy and practice.

Disability, neurodiversity, and wellbeing related support is provided via a dedicated Disability and Welfare team at UCEM.

## **English language support**

For those students whose first language is not English, or those students who wish to develop their English language skills, additional support is provided through online resources on the VLE in the resource 'Developing Academic Writing'.

The resource includes topics such as sentence structure, writing essays and guidance for writing aimed at developing students study skills.

## **Personal and professional development**

UCEM has a dedicated Careers Advisor to ensure students have appropriate access to careers education, information, advice and guidance including the roles and responsibilities of the different professional pathways available through relevant professional bodies. Students have the opportunity to talk through options before the end of the programme.

## **Programme Specific support**

Each programme has a Programme Leader, as well as Module Leaders, Module Tutors and Academic Support 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 librarian during normal UK working hours.