Programme Specification

UNIVERSITY OF WESTMINSTER

Course record information

Name and level of final award	• Bachelor of Science with Honours - BSc Building Control Surveying (BCS Apprentice) The award is Bologna FQ-EHEA first cycle degree or diploma compatible
Name and level of intermediate awards	• Bachelor of Science (BSc) - Construction Studies • Diploma of Higher Education (Dip HE) - Construction Studies • Certificate of Higher Education (CertHE) - Construction Studies
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-land-construction-real-estate-and-surveying.pdf?sfvrsn=f9f3c881_4
Professional statutory or regulatory body	N/A
Westminster course title, mode of attendance and standard length	• BSc Building Control Surveying (BCS Apprentice), Part-time day, September start - 4 years standard length
Valid for cohorts	From 2021/2

Admissions requirements

There are standard minimum entry requirements for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: https://www.westminster.ac.uk/study/undergraduate/how-to-apply

Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information:

https://www.westminster.ac.uk/current-students/guides-and-policies/student-matters/recognition-of-prior-learning

Aims of the programme

The BSc Building Control Surveying Degree Apprentice course aims to provide apprentices with the technical, practical and professional skills required for a successful career in Building Control, whether with Local Authority Building Control (LABC) in the public sector or as an Approved Inspector (AI) in the private sector.

Building Control Surveyors have sound construction technology knowledge, together with an in depth understanding of the Building Regulations and associated legislation in areas such as fire safety, safety in public spaces, reduction of carbon emissions and inclusive design. They are at the forefront of ensuring buildings and public spaces are safe for users, in advancing the sustainability of the built environment and promoting the need for accessible buildings.

Building Control Surveyors need well developed communication skills, including diplomacy and assertiveness, to enable them to fulfil their client facing role whilst also ensuring impartiality in everything they do.

In fulfilling this purpose, the course aims to:

- Develop transferable skills which apprentices will be able to apply both within an academic context and in their professional careers.
- Develop cognitive skills which apprentices will be able to apply in reaching professional judgements, solving problems and making decisions.
- Develop practical and technical skills relevant to Building Control Surveyors, which apprentices will be able to apply in an entrepreneurial and creative way in their professional careers.
- Foster an environment in which learning experiences are shared by apprentices on various parallel construction-related courses, promoting good quality communication and the inter-disciplinary nature of the construction industry.
- Encourage self-motivation and independent thought, such that graduates will be confident in challenging established working practices and responding to the future needs of the construction industry and its associated professions.
- Promote a culture of intellectual enquiry such that graduates will recognise the importance of lifelong learning for both personal and professional development to become resilient professional leaders and engaged global citizens.
- Promote social, ethical and environmental awareness.
- Develop strong understanding of the need for Building Control Surveyors to remain impartial, to have integrity and to promote trust in the profession in the advice they give and the way they behave.

Employment and further study opportunities

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

The BSc Building Control Surveying course aims to create graduates who meet the needs of employers. Today's organisations need graduates with not only good degrees but skills relevant to the workplace. The course develops a wide range of employability skills, transferable skills, and digital skills, enhancing and building on the skills the Building Control Surveying Apprentice is gaining in the workplace. These are contextualised through an understanding of the construction process, the inspection of building work and the statutory controls around such work.

The integrated approach that the course offers provides a broad knowledge and understanding of other disciplines within the built environment. In practice you will be engaged with other disciplines to deliver a project and these theories and principles are embedded in this course. These employability skills are defined in the principles of graduate attributes.

What will you be expected to achieve?

Learning outcomes are statements on what successful students have achieved as the result of learning. These are

threshold statements of achievement the learning outcomes broadly fall into four categories:

- The overall knowledge and understanding you will gain from your course (KU)
- Graduate attributes are characteristics that you will have developed during the duration of your course (GA)
- Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)
- Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 4 course learning outcomes: upon completion of Level 4 you will be able to:

- L4.01 Recognise the responsibility which all construction disciplines have in designing, creating and maintaining a sustainable built environment. (KU KTS)
- L4.02 Demonstrate a broad knowledge and understanding of the principles that underpin the study of construction, specifically in relation to simple building forms. This knowledge base will comprise key theories and concepts of building design, building science, construction technology, site surveying and data analysis. (KU KTS)
- L4.03 Demonstrate an awareness of the context in which the construction industry and its associated professions operate, including social, economic, legal and cultural influences. (KU GA)
- L4.04 Collect numerical data from observations, surveys, measuring equipment and published sources, record the data accurately, manipulate the data using established principles, and present the findings using standard classifications. (KU KTS)
- L4.05 Undertake simple research tasks with guidance, to collect and categorise ideas and information which are presented in a standard format. (GA KTS)
- L4.06 Communicate in a clear and concise manner by producing material in an appropriate format, with sources acknowledged and referenced. (GA PPP)
- L4.07 Use appropriate information technology applications to enter, edit and save data, including text, images, numerical and graphical data. (GA KTS)
- L4.08 Identify a contemporary issue relating to the apprentice's field of work, undertake simple research and discuss and present in a standard format. (KU KTS)

Level 5 course learning outcomes: upon completion of Level 5 you will be able to:

- L5.01 Develop a critical and detailed knowledge of the established concepts, theories and principles of the technology and environmental design of multi-storey and wide-span buildings and their services, including structural form and construction materials. (KU GA)
- L5.02 Develop detailed knowledge of the requirements for undertaking building inspections, recognise the unpredictable nature of such inspections and develop strategies to deal with this unpredictability. (KU KTS)
- L5.03 Analyse and evaluate a detailed knowledge of the legal environment within which design and construction takes place, and the legal principles which govern relationships within the construction industry. These include an understanding of personal responsibility in the context of the codes of conduct and ethics of the profession. (KU GA)
- L5.04 Demonstrate detailed knowledge of the Statutory Framework and other associated legislation fundamental to the role of Building Control Surveyors and exhibit the ability to critically apply this knowledge in various circumstances. (KU KTS)
- L5.05 Develop the ability to make and sustain arguments, make judgements and propose solutions based upon complex ideas and concepts in a wide range of formats with a coherent style and structure. (GA KTS)
- L5.06 Evaluate effectiveness of own time management and task management maintain flexibility in planning. Identify potential causes of stress and act to minimise their impact. (GA KTS)
- L5.07 Examine key elements of problems, investigate problems using a range of methods, and evaluate potential solutions against agreed criteria. (GA KTS)
- L5.08 Appraise the requirement for client care whilst maintaining independence and impartiality required of Building Control Surveyors. (KU PPP)
- L5.09 Develop understanding of the role of Building Control Surveyors in terms of powers conferred on them to protect the health and safety of people, and the wider environment. (KU PPP)
- L5.10 Identify a contemporary issue relating to the apprentice's field of work, undertake detailed research, analyse

data and present in a standard format. (KU KTS)

Level 6 course learning outcomes: upon completion of Level 6 you will be able to:

- L6.01 Develop a systematic knowledge and understanding of the technology of building defects and the factors affecting building performance. (KU GA)
- L6.02 Analyse and evaluate a systematic knowledge and understanding of the philosophy and practice associated with works to existing buildings. (KU GA)
- L6.03 Analyse and evaluate a systematic knowledge and understanding of the technological aspects of the building design and production process, structural design, use of performance-based design codes, installation of services and fire safety. (KU KTS)
- L6.04 Demonstrate comprehensive understanding of fire safety in buildings and evaluate how these required levels of safety can be achieved in building projects and existing buildings to ensure compliance with regulations. (KU GA)
- L6.05 Develop systematic knowledge around public safety in buildings and demonstrate the ability to apply this knowledge in a variety of situations. (KU KTS)
- L6.06 Critically examine the role the profession has in wider society to ensure the safety, sustainability and accessibility of the built environment. (KU PPP)
- L6.07 Develop, evaluate, maintain and encourage constructive working relationships within a group. Take on a leadership role and resolve conflict through negotiation. (GA PPP)
- L6.08 Develop the ability to make and sustain arguments, make judgements and propose solutions based upon complex ideas and concepts in a wide range of formats with a coherent style and structure. (GA KTS)
- L6.09 Evaluate effectiveness of own time management and task management maintain flexibility in planning. Identify potential causes of stress and act to minimise their impact. (GA KTS)
- L6.10 Further develop skills in client care and retaining impartiality, as required by a Building Control Surveyor, and critically appraise such requirements in different circumstances. (KU PPP)
- L6.11 Identify a contemporary issue relating to the apprentice apprentice’s field of work, undertake detailed research, critically analyse data and present in a standard format. (KU KTS)

How will you learn?

Learning methods

The Education Strategy has been designed to create knowledgeable, adaptable and resourceful learners who are good communicators, capable of finding solutions to problems given to them and to be well prepared for a future career as Building Control Surveyors. Apprentices will be taught in a way that is practical, active, inquiry/problem focussed, treating equality, diversity and inclusivity as integral to your education. The course will be taught by full time academics and visiting lecturers, many of whom have considerable high-level industry experience, and professional body membership's, and academics who are involved in research in the built environment alongside their teaching roles. Industry and professional experience and research are brought into our teaching to create a rich and exciting learning environment for apprentices.

BSc Building Control Surveying apprentices will study a number of modules which are common across our construction courses allowing them to interact with those studying different pathways (BSc Building Surveying, BSc Quantity Surveying and Commercial Management, BSc Construction Management and BSc Architectural Technology). In doing so they will gain knowledge of the work of all the professionals working in the construction industry. Building Control Surveying apprentices will study some modules with Building Surveying students and apprentices, as there is commonality between these two professions and they often interact with each other in the professional environment. There are also modules which are core and unique to Building Control Surveyors in all three years of study.

Teaching methods

The teaching and learning is reflective of the practical and technical nature of being a Building Control surveyor. Apprentices will learn from real life examples, work-based learning, practical sessions such as laboratory work, site inspections, guest speakers from industry and other teaching methods which bring the learning to life to enhance the apprentice experience.

Apprentices are expected to take part in group activities such as problem-based projects, research, presentations, discussions and debate to enhance learning and represent the collaborative nature of the profession BSc Building Control Surveying apprentices will eventually be part of.

The course will provide personalised learning and flexibility for students with varied methods of teaching on the course taking the form of both face to face and online including lectures, seminars, workshops and one to one sessions. A digital learning environment will be provided, to encourage active engagement, with classrooms configured to promote active learning. Access will be provided to online materials using Blackboard, the University's virtual learning environment. Apprentices are expected to undertake their own study and will be guided and supported to enable them to study effectively.

There is an emphasis throughout the course on problem-based learning and the complexity of these problems will increase at each level of the course thus promoting a proactive learning environment. The aim of this is to promote autonomous learning and greater responsibility to equip apprentices with the appropriate skill set to take up employment within their chosen career path.

As this course is a degree apprenticeship, apprentices will be in relevant work, in a position within Building Control. Teaching will focus on the apprentices' experiences and develop these further, requiring apprentices to reflect on their learning and recognise the additional skills and knowledge gained from study. Key to this are Work Based Learning (WBL) modules, one at each level of study. WBL in this context is the application of theory and academic content to real-world experiences within the workplace. The WBL modules require apprentices to engage in the experience activity and reflect upon their learning, how their skills learned through their academic studies can be applied beyond the classroom. Two of the WBL modules will be directly linked to the Degree Apprenticeship End Point Assessment (EPA). These 2 modules sit at level 6 and are the Log Book of Experience (work-based learning) module and the End Point Assessment module. The Log Book of Experience (work-based learning) module will develop the Log Book which the apprentices will commence 2 years before the end of the Apprenticeship and conclude in the completion of the Log Book of Experience module. The completed Log Book will then be used as a supporting document to the End Point Assessment module panel interview assessment.

Digital technologies are widely used in construction, and influence working practices, decision making and efficiency in all types of project. Apprentices will use technology throughout their studies. Not only will they use standard software packages to produce assessments (such as Microsoft Word, Excel and PowerPoint), but also learn about industry standard software used for specific purposes such as Microsoft Project, BCIS and NBS. Apprentices will also learn about where and how to find credible sources of information, such as online from websites, databases and other good quality resources.

Assessment methods

The course has a variety of authentic and inclusive means of assessment, allowing apprentices to demonstrate their understanding and interpretation of core learning material and develop their intellectual ability within the context of an assessment. Modules are assessed generally using more than one means of assessment.

In every module there will be formative assessment whereby feedback is provided to apprentices before submission of coursework, to enable apprentices to learn from this feedback and improve their performance.

A number of modules over the levels of study have assessment based upon a collaborative project, for which apprentices work in groups to achieve the outcomes of the assessment. Some of these projects enable apprentices to undertake the part of the assessment relating to their own discipline, to provide an authentic experience of working in a project team, reflecting what apprentices will experience in the workplace.

The Building Control Surveyor Degree Apprenticeship requires the learners to pass through a gateway before the End Point Assessment, as set out in the Building Control End Point Assessment Plan. One of the gateway pre-requisites is the completion of 340 on-programme credits. Following this the apprentices will take a final 20 credit module, End Point Assessment, which will be assessed by an exam and panel interview as described in the Building Control End Point Assessment Plan. Successful completion of the End Point Assessment will lead to the award of the BSc (Hons) Building Control Surveying and completion of the Degree Apprenticeship. Further details on the EPA exam and Panel Interview can be found in the Building Control Surveyor Degree Apprentice Standards.

Examinations open and closed book: These will comprise of tasks based on a problem or argument, which requires knowledge of the subject and the reference material as appropriate. This is in line with the overarching assessment strategy. These can be written, multiple choice or combination of both.

Online timed assessments: Online open book, time restrained assessments completed outside the classroom.

Essays: These will be discrete elements of assessment based on a problem or scenario relating to the management of the built environment, technology or design. These will require investigation and research into a specific area and the formulation of an objective conclusion, which is supported by appropriate referencing.

Projects: These will be based on a scenario that relates directly to a construction related situation and will require an objective solution to the problem that has been set.

Presentations: These will be in the form of a group presentation or on an individual basis that address concepts of a particular scenario. These will also include a question and answer element. Presentations can be in the form of face-to-face, virtual, or video recorded.

Portfolios: Some assessments are based upon the production of a number of individual elements of work which collectively develop a solution to a particular problem or situation. The portfolios will include some or all of the following: artefacts, models, drawings or posters.

Debates: Group debates will be conducted around a particular topic or subject area. A proposition will be offered and defended within the group context.

In-Class Tests: These will comprise tasks based on a problem or argument which requires knowledge of the subject and the reference material as appropriate. This is in line with the overarching assessment strategy. These can be written, multiple choice or combination of both.

Reflective journals: Journals in which apprentices document their experiences and reflect on these, used especially for Work Based Learning.

End point assessment (EPA)

The BSc Building Control Surveying is an integrated degree apprenticeship. The standard for the degree is set out by the Institute for Apprenticeships and Technical Education and can be found using this link: Building Control Apprenticeship Standards.

The integrated apprenticeship incorporates on-programme academic and workplace learning and assessment, with an end point assessment to test the knowledge, skills and behaviours as detailed in the Building Control Surveyor Degree Apprenticeship Standard. The University of Westminster is responsible for the on-programme and EPA requirements, working closely with the employer.

The EPA comprises an invigilated time-controlled exam followed by a 2 hour panel interview, supported by a logbook which the apprentice completes in the Level 6 Work Based Learning module (Log Book of Experience), and submits to the panel in advance of the interview. On successful completion of the EPA, the apprentice is awarded BSc (Hons) Building Control Surveying degree qualification. Further information is available in the Module Pro-Forma for the EPA

module.

Equality, diversity and inclusivity

The curriculum will be inclusive, accessible and promote decolonisation and diversification through using multiple case studies from across the globe, highlighting the importance of Building Control and the challenges faced in working across different sectors, industries, and cultures. Equality, diversity and inclusion of students is central to the learning and teaching on this course, encouraging all students to engage and fulfil their potential. In line with QAA guidance and the University's commitment to equality and diversity, the course has adopted an inclusivity strategy with the objective of removing arbitrary and unnecessary barriers to learning, facilitating a learning experience accessible for all apprentices. This is irrespective of the group or groups to which they belong, raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. Through this, all apprentices will feel like they belong, and have the opportunity to engage, not made to feel isolated. Access to learning opportunities will be provided to disabled and non-disabled apprentices through inclusive design, with reasonable individual adjustments being provided wherever necessary.

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all students on the course.
- **Option** modules give you a choice of modules and are normally related to your subject area.
- **Electives**: are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.
- Additional information may also be included above each level for example where you must choose one of two specific modules.

Modules

Level 4

Degree Apprenticeship Pathway

Degree Apprentice Undergraduate apprentices study patterns are as follows:

- Year 1: 100 credits (4BUIL004W, 4BUIL008W, 4BUIL009W)
- Year 2: 100 credits (4CNMN001W, 4BUIL006W, 5BUIL008W, 5BUIL010W, 5BUIL009W)
- Year 3: 80 credits (5BUIL003W, 5BUIL001W, 6BUIL005W, 6BUIL003W)
- Year 4: 80 credits (6PRMN001W, 6BUIL007W, 6BUIL008W, 6BUIL009W)

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
4BUIL009W	Building Control in Context (Work-based Learning)	Core	1	40	20
4BUIL008W	Building Design	Core	1	20	10
4BUIL004W	Construction Technology and Services (Technology 2)	Core	1	20	10
4BUIL006W	Building Science and Structures (Technology 1)	Core	2	20	10
4CNMN001W	Introduction to the Built Environment (Management 1)	Core	2	20	10

Level 5

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
5BUIL008W	Building Control and Inspection	Core	2	20	10
5BUIL009W	Fire Safety	Core	2	20	10
5BUIL010W	The Performance of Building Materials (Work-based Learning)	Core	2	40	20
5BUIL001W	Fabric and Performance (Technology 3)	Core	3	20	10
5BUIL003W	Structural Principles (Technology 4)	Core	3	20	10

Level 6

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
6BUIL005W	Building Pathology (Technology 9)	Core	3	20	10
6BUIL003W	Construction Technology & Innovation (Technology 6)	Core	3	20	10
6PRMN001W	Care and Adaptation of Buildings (Technology 7)	Core	4	20	10
6BUIL009W	End Point Assessment	Core	4	20	10
6BUIL007W	Logbook of Experience (Work-based Learning)	Core	4	20	10
6BUIL008W	Public Safety	Core	4	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

N/A

Course management

The BSc (Hons) Building Control Surveying Apprenticeship course is one of the pathways in the Construction Studies Programme, which is managed by a Programme Leader. Additionally, there is a Course Leader specifically for the Building Control Surveying pathway. The Construction Studies Programme is located within the School of Applied Management, part of Westminster Business School, at the Marylebone campus.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations.

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course

leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students1 can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at https://www.westminster.ac.uk/student-advice

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at https://www.westminster.ac.uk/students-union

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university. a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and