**UNIVERSITY OF PLYMOUTH**
International College

**PROGRAMME SPECIFICATION**

## Building, Surveying and Construction
## University Foundation in Building, Surveying and Construction

**RQF 3**

| | Current Version | 2.24 | December 2024 |
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| | Prior Version/s | 1.24 | September 2024 |
| | | 1.23 | November 2023 |
| | | 2.19 | August 2019 |
| | | 1.19 | February 2019 |
| | | 1.17 | March 2017 |
| | | 1.15 | July 2015 |
| | | 1.14 | September 2014 |
| | | 1.13 | December 2013 |

## PATHWAY/s

| Pathway Type | **Undergraduate** | | | |
|---|---|---|---|---|
| Pathway Areas | Building, Surveying and Construction | | | |
| Pathways/s | Building, Surveying and Construction | | | |
| University UNITe Code/s | 4591 | | | |
| College MAZE Code/s | L1E3 | | | |
| Pathway Provision | College: NQF Level/s | 3 and 4 | | |
| | University: NQF Level/s | 5 and 6 | | |
| Awarding University | University of Plymouth | | | |
| Awards by Pathway | Degree awards Stream 1 | | | NQF Award Level |
| *Building, Surveying and Construction Pathway* | BSc (Hons) Building, Surveying | | | 6 |
| | BSc (Hons) Construction Project Management | | | 6 |
| Subject Benchmark Statements | Land, Construction, Real Estate and Surveying OFS2485 4th Edition 10/19; Engineering OFS 5th Edition 08/03/2023; MSOR OFS 5th Edition 08/03/2023 | | | |
| College Status | Associate College | | | |
| College Location | 15 Portland Villas, Drake Circus | | | |
| University Location | Drake Circus, Plymouth, PL4 8AA | | | |
| University Faculty | Faculty of Art, Humanities and Business | | | |
| University School/s | School of Art, Design and Architecture | | | |
| Rationale | The partnership between the College and University of Plymouth facilitates the acquisition of an undergraduate degree by international students who, because of their previous educational experience, are not normally able to gain direct access to the University's degree courses.  The pathway has therefore been developed to satisfy important pedagogical issues: | | | |

1. To ensure that international students have a dedicated period of time, in a familial and safe setting, to adjust to and acquire the skills to prepare for further studies within a western learning environment.
2. To satisfy the University's quality protocols, which in turn are directed by the OFS Subject Benchmark requirements, for articulation purposes.
3. Facilitate access to a pathway leading to a University degree award.
4. Widen access and participation in higher education in line with the University's internationalisation agenda.
5. Commit to the provision of best practice customer service and student experience for international students and thus add value to the University's award winning student lifestyle.
6. Support the integrity of the University's OFS commitment by adopting and adapting the University's quality regime to form the basis of a robust, quality driven academic provision and administrative systems and processes.

| | 7. Assist in the diversification of the student body. |
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| Educational Aims | The programme, University Foundation in Building, Surveying and Construction, has been devised in accordance with Navitas UK general educational aims along with those formulated for the College, see Quality Manual, and the nominated outcomes desired by University of Plymouth, Faculty of Arts and Humanities, and the School of Architecture, Design and Environment to impart a high quality of education in the disciplines required. <br><br> The educational aims of the programme are to: <br> 1. Prepare students, who would not normally be considered qualified, to an appropriate standard for entry into the UPIC First Year degree in Building, Surveying and Construction at NQF Level 4. <br> 2. To endow each individual with an educational pathway that augments opportunities for professional employment and development in the Building, surveying and Construction sector at both a national and international level. <br> 3. Develop in students a fundamental knowledge and understanding that can demonstrate an understanding of the economic, political, legal and cultural factors in the global economy so as to support their transfer into the UPIC First Year Degree in Building, Surveying and Construction at NQF Level 4 and on successful completion therein to the University of Plymouth prescribed degree schemes. <br> 4. Develop in students an appreciation and desire to learn based on competent intellectual and practical skills building to a set of transferable skills that will support them in all aspects of their onward academic studies/careers and assist informed decision making. <br> 5. Ensure that students have attained the prescribed level of inter-disciplinary language competence described as Level B2 'Independent User' by the Council of Europe, see Common European Framework of Reference for languages: Learning, teaching assessment 2001, Council of Europe, CUP, Cambridge, p. 24, Table 1. Common Reference Levels: global scale. <br> 6. Ensure that graduates have attained the prescribed level of inter-disciplinary language competence to a minimum pass mark of 60% in the ACL accredited module Interactive Learning Skills and Communication, and therein a minimum 6.0 IELTS equivalent. |

## PROGRAMME

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|---|---|
| Title | University Foundation in Building, Surveying and Construction |
| RQF | 3 |
| Credit Points | 120 |
| Duration of Study | Two (2) semesters |
| Weeks of Study | Twenty Six (26) weeks |
| Mode of Study | Full-time |
| Mode of Delivery | Face to Face |
| Notional Hours | 1,300 |
| Contact Hours | 460 |
| Self-directed Study Hours | 840 |
| Delivery Model | Standard Delivery Model (SDM) |
| Language of Delivery | Delivery | English |
| | Assessment | English |
| | Council of Europe | Common language reference level B2 Independent User |
| | ACL Accreditation | Interactive Learning Skills and Communication |

| Intended Learning Outcomes | Generic: <br> All modules have a set of Generic Learning Outcomes (LOs) attached to them; see relevant Definitive Module Documents (DMDs). These provide a basic set of core transferable skills that can be employed as a basis to further study and life-long learning. They are delivered using an interdisciplinary and progressive approach underpinned by the relevant Interactive Learning Skills and Communication (ILSC) module, to build these core skills within the context of subject-specific learning. Incorporated in these core skills are the key themes of relationship-management, time-management, professional communication, technological and numerical understanding and competency. <br><br> The Generic LOs for the programme are tabled below: |
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| Key knowledge will be demonstrated by: | Key skills will be demonstrated by the ability to: |
|---|---|
| Personal organisation and time-management skills to achieve research goals and maintain solid performance levels. | Meet converging assessment deadlines – based on punctuality and organisation with reference to class, group and individual sessions within a dynamic and flexible learning environment with variable contact hours and forms of delivery. |
| Understanding of the importance of attaining in-depth knowledge of terminology as used in a given topic area, as a basis to further study. | Communicate clearly using appropriate nomenclature to enhance meaning in all oral and written assessments with no recourse to collusion or plagiarism. |

| Understanding, knowledge and application of appropriate and effective methods of communication to meet formal assessment measures. | Present clearly, coherently and logically in a variety of oral and written formats using a variety of appropriate qualitative and quantitative tools and evidence bases. |
|---|---|
| Understanding and knowledge as to the development of the industry and/or scholarship in relation to a given topic under study. | Demonstrate an understanding of the current themes of a given topic, the academic and practical foundation on which they are based – demonstrated by a lack of plagiarism and need for collusion in both individual and group work. |
| Understanding of the rules applying to plagiarism and collusion. | Collate, summarise, reason and debate/argue effectively on a given topic with appropriate reference to another's work or ideas/concepts. |
| Ability to work as an individual, in a small team and in a larger group to effect data collation, discussion and presentation of evidence. | Meet and succeed in each of the varied assessments presented. |

Specific:

Module-based LOs are described as Specific LOs and combine to make up the Intended LOs of the programme/stage of study. Specific LOs for a module are fully expressed in the relevant DMD and Module Content Guide (MG).

Intended:

Each programme/stage of study incorporates a set of Intended LOs to define the wider academic-based knowledge and skills acquisition. These key areas are described and tabled below:

| A | Knowledge and Understanding | | |
|---|---|---|---|
| | To obtain a knowledge and understanding: | Teaching/learning methods and strategies: | Assessment methods and strategies are tested via... |
| 1 | The relationship the subject of engineering, surveying, building and construction has to industry, business, human development and lifestyles and its applications to the contemporary world.. | Acquisition of Intended LOs via a combination of small group lectures (listening, writing and reading); small group-based tutorial labs/coursework (oral, reading, listening and written presentation); and individual coursework (oral, and written presentation) and summative examination (reading and writing). | A combination of summative (closed-book) examinations and summative coursework along with written assignments and in-course assessments, computer-based coursework, project reports and presentations, laboratory work. |
| 2 | The principles underlying the use of materials in engineering surveying, building and construction applications along with their production, use and control. | | |
| 3 | The fundamentals of chemistry in relation to surveying, building and construction. | Additional support is provided through the provision of small peer-led tutorial group work and of individual tutorial support; College module-specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring and appraisal by College academic management. | All students are required to maintain an 85% attendance record. |
| 4 | The context and role of environmental factors in the surveying, building and construction industries | | |
| 5 | The theories and key concepts of physical science in an interdisciplinary context. | Ensuring all students acquire grounding in University of Plymouth and associated end-user IT platforms for academic study. | |
| 6 | How engineering and, in particular, surveying, building and construction contributes to the wider range of social and political issues. | The opportunity to interface regularly with noted platforms in College, University of Plymouth library and independent environments to develop an understanding of the implications of the use of different e-learning for research. | |
| 7 | Physical laws and their relevance to engineering, surveying, building and construction principles. | | |
| 8 | How economic and technological developments affect the environment and their management. | The Programme Specification, DMDs, Module Content Guide, reading lists, lecturers and notes, and assessment regimes are available via the College e-learning portal for queries to be met. | |
| 9 | The application of mathematic techniques to the engineering and logical decision making process. | Acquisition of A.2, A.3, A.7, A10 and A.11 via topic specific small lab-based group lectures and the additional support and guidance provided via the provision of small peer-led tutorial group work in differing, sometimes laboratory-based, environments. | |
| 10 | The purpose of chemistry and chemical solutions in surveying, building and construction. | | |
| 11 | The application of ICT as a fundamental tool for extracting, sourcing, describing and presenting data and information | | |

| | | | in a variety of relevant forms, and distributing data and information via a range of channels and formats. | *Students are encouraged throughout the stage of study to undertake independent study both to support taught/learnt and to broaden their individual knowledge and understanding of the subject.* | |
| | | 12 | The techniques and forms of effective and clear communication in a variety of academic and professional settings in accordance with Level B2 'Independent User' as described by the Council of Europe, see p.3 of this document for reference. | *Feedback is given to all students on all work produced and, where appropriate, confirmed in individual appraisal events associated with modules and specifically ILSC. Additional interviews are made with the tutor and/or the College academic services to evaluate and discuss any emerging learning issues and therein student's options.* | |
| | | 13 | The role and importance of the study of the history of scholarship as a basis to determining a full understanding, correct use of accurate nomenclature and an appreciation of fundamental concepts associated with a subject area. | *All lecturers are available via email and the student portal for queries to be met.* | |
| | B | | Cognitive/Intellectual Skills | | |
| | | | To obtain intellectual/cognitive skills with the ability to: | Teaching/learning methods and strategies | Assessment methods and strategies via... |
| | | 1 | Make full use of library and IT search (catalogue and bibliographic) resources. | group-based tutorial coursework (oral and written presentation), individual coursework (oral and written presentation) and summative examination. Additional support is provided through the provision of small peer-led tutorial group work; monitoring and appraisal by UPIC academic management as well as NVT UK Ltd management. | Written assignments and in-course assessments, computer-based coursework, project reports and presentations. |
| | | 2 | Apply basic research techniques to sourcing and selecting appropriate academic data and literature. | | A combination of summative (closed-book) examinations and summative coursework along with qualitative and quantitative assignments and in-course assessments, computer-based and laboratory-based coursework, project reports and presentations. |
| | | 3 | Integrate oral, written, listening, reading, non-verbal and diagrammatic skills to effect clear communication. | Ensuring all candidates acquire grounding in University of Plymouth and associated end-user IT platforms for academic study. The opportunity to interface regularly with noted platforms in College, University of Plymouth library and independent environments to develop an understanding of the implications of the use of different computer and IT systems for research. | |
| | | 4 | Ability to analyse data and various modes of information using appropriate techniques. | | Summative examination paper/s under closed-book regulations. |
| | | 5 | Ability to begin to evaluate and start to apply, reasoned thinking and supportive evidence collation to conflicting sets of information and academic opinion. | | All students are required to maintain an 85% attendance record. |
| | | | | Acquisition of B.1 and B.2 via topic specific small lab-based group lectures and the additional support and guidance provided via the provision of small peer-led tutorial group work in differing environments. | |
| | | | | Further acquisition of B.4 and B.5 via topic specific laboratory sessions using materials and chemical processing facilities of University of Plymouth, Faculty of Arts and Humanities Candidates are always encouraged to further develop intellectual skills by independent self-directed study as in the setting and monitoring of projects and coursework that require research and compilation skills as well as in-course spot tests, examinations and participation. Students are encouraged to understand and evaluate with critical awareness the concepts studied at this level. | |

| | C | Practical Skills | | |
|---|---|---|---|---|
| | | To obtain practical skills with the ability to: | Teaching/learning methods and strategies | Assessment methods and strategies via... |
| | 1 | Employ key communication skills appropriate to undergraduate study, inclusive of written, oral, reading, speaking, numerical, graphical and diagrammatic manipulation and presentation of information. | Communication skills are central to all teaching, class/lab-based learning and self-directed study; these are tested out throughout all assessment practices. Students are encouraged to explore and develop variety of communication skills, under pinned by the ILSC module. | Integrated themes used across the continuous assessment framework for the programme to test robust capability skills in a number of environments. |
| | 2 | Employ analytical skills and methodologies as a basis to further study. | Through a combination of small group lectures and small group-based tutorial supported by an assessment framework that requires a high level of self-directed study allows candidates to foster a range of analytical skills to support further study. This is aided by inclusion of the module ILSC1&3 in the programme.<br><br>Ensuring all candidates acquire grounding in University of Plymouth and associated end-user IT platforms for academic study. The opportunity to interface regularly with noted platforms in College, University of Plymouth library and independent environments to develop an understanding of the implications of the use of different computer and IT systems for research and skills application. The opportunity to interface at times with University of Plymouth appropriate laboratory environments within the Faculty of Arts and Humanities | A combination of summative (closed-book) examinations and summative coursework along with written assignments, portfolios and in-course assessments/tests, computer-based coursework and tests, project reports, presentations and practical's. |
| | 3 | Ability to begin to engage critically with regard to the underlying challenges facing the environment and engineering-based industries. | Application of the central commercial, economic, environmental, sustainability and technological themes throughout all core modules of the programme via examples and topics for assessment regimes. | Integrated themes used across the continuous assessment framework for the programme to test robust capability skills in a number of environments. |
| | 4 | Develop the knowledge and skills to carry out basic laboratory manipulations with reference to University of Plymouth protocols and safety regulations. | The opportunity to interface at times with University of Plymouth appropriate laboratory environments within the Faculty of Arts and Humanities.<br>Ensuring all candidates acquire grounding in University of Plymouth and associated end-user IT platforms for academic study. The opportunity to interface regularly with noted platforms in College, University of Plymouth library and independent environments to develop an understanding of the implications of the use of different computer and IT systems for research and skills application. | A combination of summative (closed-book) examinations and summative coursework along with quantitative and qualitative assignments and in-course assessments, computer-based coursework, laboratory-focused project reports and presentations that test all analytical skills and require the application of taught methodology and processes to solve queries across a range of subject areas. |
| | D | Transferable Skills | | |
| | | To obtain transferable skills | Teaching/learning methods and | Assessment methods and |

| | | with the ability to: | strategies | strategies via... |
|---|---|---|---|---|
| | 1 | Select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative (text, numerical data and diagrammatic) and in an appropriate manner to identify and determine key facts/themes and relevancy. | Embedded in all aspects of delivery and assessment structures is the need to disseminate information presented in a variety of forms and modalities. Using a combination of all delivery and assessment styles (oral and written, group and individual) used within the programme to demonstrate competence in presentation, reports, long and short essays (to enhance summarisation techniques and limit collusion and plagiarism), timed-assignments (indicating knowledge, organisation, time management and clear communication ability), of the following: design a persuasive message from the audience's perspective; demonstrate effective presentation delivery skills in a variety of situations; leave effective voice-mail messages; write persuasive E-mails, memos letters; and write factual essays and reports in plain English. These skills are reflective of in-context reading, writing, oral and speaking skills and enhanced language acquisition. | A combination of summative (closed-book) examinations and summative coursework along with written assignments and in-course assessments, computer-based coursework, project reports, portfolios and presentations. Indicating an ability to effectively manage a complex and flexible timetable, combining a variety of delivery and assessment modes, some of which are conflicting in submission and style (oral/written and individual/small group, to demonstrate effective organisation, self-reliance and time-management skills. |
| | 2 | Use and clearly communicate discursive, numerical, statistical and diagrammatic ideas, concepts, results and conclusions using appropriate technical and non-technical language and language style, structure and form. | | |
| | 3 | Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion. | | |
| | 4 | Embed the importance of self-study and reliance. This involves cultivating and developing a responsibility within each student to take cognizance for their own learning, initiative, effective time-management and self-discipline within the academic and professional environments. | | |
| | 5 | Begin to develop a very good conceptual understanding and evaluation of the main aspects of the cognate area and the wider commercial and economic context. | | |
| Assessment Regulations | | Summary:<br>The programme is compliant with both the generic assessment regulations of Navitas UK and those of the College; see CPR QS9.<br>Each module within the programme/stage of study has an associated Module Outline Guide (MG) that may be broadened into a Definitive Module Document (DMD) either of which will be provided to students at the beginning of their studies. These documents offer generic information on the Aims and Specific LOs of the subject/s under study, basic references and the attendance and notional contact requirements. They also include topics/subject areas of study and outlines of the assessment events.<br>Each module has an associated textbook, as prescribed by the University's Module Outlines, and a specifically developed Module Content Guide (MG) which includes the types of assessment activities employed, teaching methods, resources, assessment criteria and expectations, contact details of the tutor/s, referencing (if applicable) and submission/completion requirements. Contained is also a detailed lecture-by-lecture schedule of subjects students can be expected to cover over the teaching period. This acts as a useful reference for study and revision purposes. All assessment is designed to reflect and measure both an individual's and a cohort's achievement against the Specific LOs of the module and Intended LOs of the programme.<br>In-course written, reading, listening and oral assessment is built in to all modules through general interaction between tutors and students, student peer review and small group tutorials or individual tutorials/appraisals. Modes of assessment include essay/report writing, oral presentation (group or individual, and poster), portfolio, and e-based, in-class or take home exercises/tests.<br>All written assessments must follow certain criteria in style and submission as noted in the relevant Module Content Guides. This form of assessment is considered fundamental to a student's ability to communicate ideas and evidence with clarity, relevance and logic in a planned and organised manner. Plain writing style, syntax and grammar are core skills that can be enhanced to support the maturing of individual students' composition and thus academic and transferable proficiency.<br>Oral presentations, whether part of formal or informal assessment practice, are encouraged within all modules as they promote, among others, transferable skills and can identify those students who may be plagiarising material. It is advised, however, that they should not make up more than 60% of the |

final module mark unless as part of the learning rational. Oral group presentations should ideally contain no more than five (5) students, unless specific reasoning is applied. Each member, irrespective of their role, should be awarded the same mark unless where obvious differentiation arises, for management of this process see CPR QS9. This form of expression should not be allocated more than fifty (50) minutes per group, with less than a 30% weighting. Time limits must be upheld by tutors so as to ensure all students have the same opportunity to perform. Furthermore, tutors ought to notify students as to the materials available to them before preparation takes place.

Final summative examination normally adheres to closed-book, invigilated, timed conditions and takes place during allocated exam periods of a programme. It represents a more Abstract measure of a student's achievement as a consequence of the Specific LOs associated with a module. It is utilised as a key measure of quality in teaching standards and provides a basis to aspects of delivery and environment which takes place at the conclusion of a semester by College academic services, see CPR QS9. Marks indicated in the relevant DMDs cannot be referred. Only in extenuating circumstances, sickness, personal tragedy or in the possibility of a clerical error, will deferral take place, see CPR QS9.

Formal assessment modalities (coursework and examination, respectively), combine to produce the following weightings applied to any give module:

| Coursework | Examination |
|---|---|
| 100% | 0% |
| 80% | 20% |
| 70% | 30% |
| 60% | 40% |
| 50% | 50% |
| 40% | 60% |
| 30% | 70% |
| 20% | 80% |
| 0% | 100% |

Successful completion of a module is based on attaining the required overall pass grade prescribed. All students must achieve a grade C* in the Interactive Learning Skills and Communication (see DMD ILSC1&3). The assessment mode for a given module is based on the desired Specific LOs, their expressions can be found in the relevant DMD. Students must be briefed at the beginning of each module as to which weightings are in use. They should also be clearly advised as to the marking criteria and, hence, the achievement requirements for each grade cluster.

Where a student has a special need or disability, appropriate steps must be taken by the College, academic staff and/or internal/external invigilators to ensure that the need is recognised and a justified outcome identified, see CPR QS9.

Demonstration of achievement:

Students must pass all modules at the prescribed grade in order to progress to the next stage of their educational continuum, see Progression Criteria, below.

Categories of performance and grading levels:

A and A*(High Distinction) – Distinctive level of knowledge, skill and understanding which demonstrates an authoritative grasp of the concepts and principles and ability to communicate them in relation to the assessment event without plagiarism or collusion. Indications of originality in application of ideas, graphical representations, personal insights reflecting depth and confidence of understanding of issues raised in the assessment event.

B and B* (Distinction) – Level of competence demonstrating a coherent grasp of knowledge, skill and understanding of the assessment and ability to communicate them effectively without plagiarism or collusion. Displays originality in interpreting concepts and principles. The work uses graphs and tables to illustrate answers where relevant. Ideas and conclusions are expressed clearly. Many aspects of the student's application and result can be commended.

C and C*(Credit) – Level of competence shows an acceptable knowledge, skill and understanding sufficient to indicate that the student is able to make further progress. The outcome shows satisfactorily understanding and performance of the requirements of the assessment tasks without plagiarism or collusion. Demonstrates clear expression of ideas, draws recognisable and relevant conclusions.

D (Pass) – Evidence of basic competence to meet requirements of the assessment task and event without plagiarism or collusion. Evidence of basic acquaintance with relevant source material. Limited attempt to organise and communicate the response. Some attempt to draw relevant conclusions.

F (Fail) – The student's application and result shows that the level of competence being sought has not yet been achieved. The assessed work shows a less than acceptable grasp of knowledge, skill and understanding of the requirements and communication of the assessment event and associated tasks.

| | Generic marking criteria: |
|---|---|
| | Response – the response must address all parts of the question, that is not just a part or parts of the question. A response that is not specifically tailored to the needs of the question will not be accepted. |
| | Structure – the student has identified the main issues of the question and attached the appropriate emphasis to them; has stated their agreement accurately and in some detail; and has utilised the supporting data. |
| | Context – the student has displayed knowledge of the basic subject matter under assessment; has included only relevant material where required; has provided a written agreement or mathematical/numerical/diagrammatic/modelled statement and, in doing so, has addressed all aspects of it in reaching a conclusion; and has provided a clear understanding of a question in reaching a conclusion. |
| | Presentation – due credit, specified as a percentage of the marking criteria, will be given for a succinct and fluent writing style. |
| | Illegible material will not be given due credit, specified as a percentage of the marking criteria. |
| | Penalty – a student will be penalised if they have not tackled each issue of a question separately, stating their agreement and or rationalised progression, and then applying this to the facts; and will be penalised for not providing evidence of academically based reasoning in an answer. |
| | Sources – the student should provide accurate referencing; it is essential that a student does not plagiarise from any source, see CPR QS9. |
| Moderation | See CPR QS9 – All examination papers are internally moderated through a peer review process. The College undertakes second marking by exception on request or following statistical analysis. Model answers are prepared alongside examination papers. |
| Progression Criteria | See Appendix 2 of this document; also see relevant DMDs and MIDs in *Associated Documentation* (noted below) |
| | Minimum pass mark of 50% achieved in all modules with the exception of Interactive Learning Skills and Communication 1 (ILSC1&3) which requires a minimum pass mark of 60% |
| Failure to Progress | See CPR QS9 – Summary: a student may not fail any module more than once; failure of a module once requires that a student repeat the entire module at full cost. Failure of a student to successfully complete a module on the repeat of that module will result in referral to the College Progression Board for a student management decision to be made |
| Associated Documentation | Definitive Module Documents (DMDs) as follows: DMD UF/ILSC1&3; DMD UF/SCI101SC; DMD UF/SCI102; DMD UF/BUS107; DMD UF/SCI115; DMD UF/BUS106; DMD UF/SCI130; DMD UF/BUS105 |
| | Module Introductory Documents (MIDs) as follows: MID UF/ILSC1&3; MID UF/SCI101SC; MID UF/SCI102; MID UF/BUS107; MID UF/SCI115; MID UF/BUS106; MID UF/SCI130; MID UF/BUS105 |
| | Associated teaching aids for a module as required |
| | Associated Student Handbook |
| | College Policies and Regulations (CPRs) |
| Human Resource | Sessional academics (tutors) – with appropriate qualifications, experience and abilities. |
| | Guest speakers – relevant industries as requested by the College. |
| Built Environment | All lectures/classes/labs and small group tutorials are held in the designated UPIC class rooms, seminar rooms and dedicated IT laboratories; students are encouraged to use University of Plymouth's library and e-learning facilities for self-directed study; students are encouraged to use their private IT facilities where possible; field-trips will be taken as required. |
| E-learning | College Portal; University Moodle; Library |
| Library | Charles Seale-Hayne library |

| Programme Framework | **University Foundation in Building, Surveying and Construction** | | | | |
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| University Foundation-Building Surveying and Construction | | | | |
|---|---|---|---|---|
| **Core Modules** | | | | |
| **Module Code** | **Module Name** | **Credit Points** | **% Examination** *(closed-book and timed conditions)* | **% Coursework** *(oral and written communication – small group and individual)* |
| **ILSC1&3** | Interactive Learning Skills and Communication 1 | 20 | 30 | 70 |
| **BUS107** | Principles of ICT | 10 | 0 | 100 |
| **SC1101SC** | Numerical Techniques 1 | 20 | 100 | 0 |
| **SCI102** | Numerical Techniques 2 | 20 | 100 | 0 |
| **BUS105** | Business Studies | 50 | 50 | 50 |
| **BUS106** | Academic Writing | 20 | 0 | 100 |
| **SCI115** | Physics 1 | 20 | 90 | 10 |
| **SCI130** | Practical Methods in Science and Technology | 10 | 60 | 40 |
| **Building Surveying and Construction** | | **150 Credit Points** | | |

| Management | The University Foundation in Building, Surveying and Construction programme is delivered by UPIC on the Drake Circus campus of University of Plymouth. This scenario seeks to provide the necessary resources to ensure that all students enrolled with UPIC are afforded an educational experience that not only provides assimilation into campus and student life but is aligned with the standards and protocols of the University experience.
The programme operates under and according to the general compliance structures determined by the Quality and Standards Office Navitas UK. This Office has oversight of all Navitas programmes operating in the UK. Any changes to a programme must be submitted via the normal Navitas UK processes through the Quality and Standards Office.
The general operational management of the programme lies with UPIC's academic services which assume overall responsibility for the administrative and implementation functions.
The UPIC Manager of Academic Services or nominee is responsible for the day-to-day management of the programme inclusive of attendance monitoring.
UPIC provides additional tutorial support to any student who may require it, to the amount of two (2) extra contact hours per week per enrolled student.
The various sessional academic module leaders/lecturers/tutors are responsible for the delivery and initial assessment of modules whilst appraisal of delivery and programme content is advised by the UPIC Manager of Academic Services or nominee in consultation with the Quality and Standards Office Navitas UK, the Head of the School of Architecture, Design and Environment and associated appropriate Programme Directors/Leaders and/or Link Tutor.
The Learning and Teaching Board of the College, is identified as responsible for candidate selection to the UPIC University Foundation in Building, Surveying and Construction Studies. |
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| Monitoring and Review | Formal review of the University Foundation in Building Surveying and Environment programme, takes place as an annual review by UPIC with representation from the School of Architecture, Design and Environment. Strategic, logistical and operational issues are developed within the remit of the Academic Advisory Committee (AAC) held on a trimester basis and chaired by University of Plymouth. Progression is determined via the UPIC Board of Examiners. For a details of this review and quality management of this and all UPIC programmes, see, CPR QS9.
Informal Review takes place on a regular basis via interface between students, academic services and |
|---|---|

| | the teaching staff using both student surveys (inclusive of i-graduate) and teaching observation and ARQUE. |
|---|---|
| Entry Requirements | Standard and approved requirements for academic international benchmark qualifications; see CPR QS3. <br> English language entry is at CEFR level B2 in line with UKVI requirements for NQF6. |
| Appendix 1 | Intended Learning Outcomes in the constituent modules – table inserted indicating direct mapping of LOs per module. |
| Appendix 2 | Delivery schedule incorporating notional, contact and self-directed hours of study applied to each module and therein the programme. <br> Appendix 2a = Two Semester <br> Appendix 2b – One Semester |
| Appendix 3 | - |
| Appendix 4 | - |
| Appendix 5 | -    See DMDs. |

# Appendix 1

Development of Programme Learning Outcomes in the Constituent Modules

The table below maps where the LOs of a programme are assessed in the core/constituent modules.  It provides an aid to (i) academic staff in understanding how individual modules contribute to the programme aims, (ii) a checklist for quality control purposes, and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

**Key:**

Learning Outcomes which are assessed as part of a given Module ✓✓

Learning outcomes which are not explicitly assessed as part of a given Module ✓

**University Foundation – Building, Surveying and Construction**

| Stage 1 | | Programme Intended Los | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Knowledge and Understanding | | | | | | | | | | | | |
| **Core Modules** | **Module Code** | **A.1** | **A.2** | **A.3** | **A.4** | **A.5** | **A.6** | **A.7** | **A.8** | **A.9** | **A.10** | **A.11** | **A.12** | **A.13** |
| Interactive Learning Skills and Communication 3 | ILSC1&3 | ✓✓ | ✓ | ✓ | ✓✓ | | ✓✓ | | ✓✓ | | | ✓ | ✓✓ | ✓✓ |
| Principles of ICT | BUS107 | | | | | | | | ✓ | ✓ | | ✓✓ | ✓✓ | ✓ |
| Numerical Techniques 1 | SCI101 | ✓ | | ✓ | | ✓ | | | | ✓✓ | | | ✓ | ✓ |
| Numerical Techniques 2 | SCI102 | ✓ | | ✓ | | ✓ | | | | ✓✓ | | | ✓ | ✓ |
| Physics 1 | SCI115 | ✓ | ✓ | ✓ | | ✓✓ | | ✓✓ | ✓ | ✓ | | | ✓ | ✓ |
| Academic Writing | BUS106 | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓✓ | ✓✓ |
| Scientific Method | SCI130 | ✓ | ✓✓ | ✓ | ✓✓ | ✓ | ✓ | ✓ | ✓✓ | ✓✓ | ✓ | | ✓ | ✓✓ |
| Business and Enterprise | BUS105 | ✓✓ | ✓ | | ✓✓ | | ✓ | | ✓ | | | | ✓ | ✓ |

| Stage 1 | | Programme Intended Los | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Intellectual Skills | | | | | Practical Skills | | | | Transferable Skills | | | | |
| Core Modules | Module Code | B.1 | B.2 | B.3 | B.4 | B.5 | C1 | C2 | C3 | C.4 | D.1 | D.2 | D.3 | D.4 | D.5 |
| Interactive Learning Skills and Communication 3 | ILSC1&3 | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓✓ |
| Principles of ICT | BUS107 | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓ | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓✓ |
| Numerical Techniques 1 | SCI101 | ✓ | ✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | | | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓✓ |
| Numerical Techniques 2 | SCI102 | ✓ | ✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | | | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓✓ |
| Physics 1 | SCI115 | ✓ | ✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓✓ |
| Academic Writing | BUS106 | ✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓ | ✓ | ✓ |
| Scientific Method | SCI130 | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓✓ |
| Business and Enterprise | BUS105 | ✓✓ | ✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | | ✓✓ | ✓✓ | ✓✓ | ✓ | ✓✓ |

*Knowledge and Understanding*

**A.1** The relationship the subject of engineering, surveying, building and construction has to industry, business, human development and lifestyles and its applications to the contemporary world.

**A.2** The principles underlying the use of materials in engineering surveying, building and construction applications along with their production, use and control.

**A.3** The fundamentals of chemistry in relation to the surveying, building and construction .

**A.4** The context and role of environmental factors in the surveying, building and construction industries.

**A.5** The theories and key concepts of physical science in an interdisciplinary context.

**A.6** How engineering in particular surveying, building and construction contributes to the wider range of social and political issues.

**A.7** Physical laws and their relevance to engineering, surveying, building and construction principles.

**A.8** How economic and technological developments effect the environment and their management.

**A.9** The application of mathematic techniques to the engineering and logical decision making process.

**A.10** The purpose of chemistry and chemical solutions in surveying, building and construction.

**A.11** The application of ICT as a fundamental tool for extracting, sourcing, describing and presenting data and information in a variety of relevant forms, and distributing data and information via a range  of channels and formats.

**A.12** The techniques and forms of effective and clear communication in a variety of academic and professional settings in accordance with Level B2 ' Independent User' as described by the Council of Europe, see p. 3 of this document for reference.

**A.13** The role and importance of the study of the history of scholarship as a basis to determining a full understanding, correct use of accurate nomenclature and an appreciation of fundamental concepts associated with a subject area.

***Skills and Attributes***

**Intellectual/Cognitive Skills**

**B.1** Make full use of library and IT search (catalogue and bibliographic) resources.

**B.2** Apply basic research techniques to sourcing and selecting appropriate academic data and literature.

**B.3** Integrate oral, written, non-verbal and diagrammatic skills to effect clear communication.

**B.4** Ability to analyse data and various modes of information using appropriate numerical techniques.

**B.5** Ability to begin to evaluate and start to apply, reasoned thinking and supportive evidence collation to conflicting sets of information and academic opinion.

**Practical skills**

**C.1** Transfer and utilise key skills at a higher level of study.

**C.2** Employ analytical skills and methodologies as a basis to further study.

**C.3** Ability to begin to engage critically with regard to the underlying challenges facing the environment and engineering-based industries.

**C.4** Develop the knowledge and skills to carry out basic laboratory manipulations with reference to University of Plymouth protocols and safety regulations.

**Transferable skills**

**D.1** Select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative (text, numerical data and diagrammatic) and in an appropriate manner to identify and determine key facts/themes and relevancy.

**D.2** Use and clearly communicate discursive, numerical, statistical and diagrammatic ideas, concepts, results and conclusions using appropriate technical and non-technical language and language style, structure and form.

**D.3** Application of basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion.

**D.4** Embedding the importance of self-study and reliance. This involves cultivating and developing a responsibility within each student to take cognizance for their own learning, initiative, effective time-management and self-discipline within the academic and professional environments.

**D.5** Students will also begin to develop a very good conceptual understanding and evaluation of the main aspects of engineering in particular surveying, building and construction that can serve them well in their future studies and careers.

**Appendix 2: Teaching Rotations: University Foundation in Building, Surveying and Construction: Semester 1**

| Week | Total Hours | | | | | | | | Contact hours /week | Self-directed study hours /week |
|---|---|---|---|---|---|---|---|---|---|---|
| | ILSC1&3 | | BUS107 | | SCI101 | | SCI115 | | | |
| | Interactive Learning Skills and Communication 1 | | ICT Skills | | Numerical Techniques 1 | | Physics 1 | | | |
| | Contact hours | Self-dir Study | Contact hours | Self-dir study | Contact hours | Self-dir Study | Contact hours | Self-dir study | | |
| 1 | 7 | 9 | 3 | 4 | 5 | 10 | 5 | 10 | 20 | 33 |
| 2 | 7 | 9 | 3 | 4 | 5 | 10 | 5 | 10 | 20 | 33 |
| 3 | 7 | 9 | 3 | 4 | 5 | 10 | 5 | 10 | 20 | 33 |
| 4 | 7 | 9 | 3 | 4 | 5 | 10 | 5 | 10 | 20 | 33 |
| 5 | 7 | 9 | 3 | 4 | 5 | 11 | 5 | 11 | 20 | 35 |
| 6 | 7 | 9 | 3 | 4 | 5 | 11 | 5 | 11 | 20 | 35 |
| 7 | 7 | 9 | 3 | 4 | 5 | 11 | 5 | 11 | 20 | 35 |
| 8 | 7 | 9 | 3 | 4 | 5 | 11 | 5 | 11 | 20 | 35 |
| 9 | 7 | 9 | 3 | 4 | 5 | 11 | 5 | 11 | 20 | 35 |
| 10 | 7 | 8 | 3 | 4 | 5 | 11 | 5 | 11 | 20 | 34 |
| 11 | 7 | 8 | 3 | 4 | 5 | 11 | 5 | 11 | 20 | 34 |
| 12 | 7 | 8 | 3 | 4 | 5 | 11 | 5 | 11 | 20 | 34 |
| 13 | 2 | 9 | 2 | 2 | 2 | 10 | 2 | 10 | 8 | 31 |
| Total hours / module | 86 | 114 | 38 | 50 | 62 | 138 | 62 | 138 | 248 | 440 |
| Notional hours / module | 200 | | 88 | | 200 | | 200 | | 688 | |
| Credit Points | 20 | | 10 | | 20 | | 20 | | 70 | |

**Appendix 2: Teaching Rotations: University Foundation in Building, Surveying and Construction: Semester 2**

| Week | Total Hours | | | | | | | | Contact hours /week | Self-directed study hours /week |
|---|---|---|---|---|---|---|---|---|---|---|
| | BUS105 | | BUS106 | | SCI130 | | SCI102 | | | |
| | Business Studies | | Academic Writing | | Practical Methods in Science and Technology | | Numerical Techniques 2 | | | |
| | Contact hours | Self-dir Study | Contact hours | Self-dir study | Contact hours | Self-dir Study | Contact hours | Self-dir study | | |
| 1 | 4 | 10 | 5 | 10 | 4 | 4 | 4 | 11 | 17 | 35 |
| 2 | 4 | 10 | 5 | 10 | 4 | 4 | 4 | 11 | 17 | 35 |
| 3 | 4 | 10 | 5 | 10 | 4 | 4 | 4 | 11 | 17 | 35 |
| 4 | 4 | 10 | 5 | 10 | 4 | 4 | 4 | 11 | 17 | 35 |
| 5 | 4 | 11 | 5 | 11 | 4 | 4 | 4 | 11 | 17 | 37 |
| 6 | 4 | 11 | 5 | 11 | 4 | 4 | 4 | 11 | 17 | 37 |
| 7 | 4 | 11 | 5 | 11 | 4 | 4 | 4 | 12 | 17 | 38 |
| 8 | 4 | 11 | 5 | 11 | 4 | 4 | 4 | 12 | 17 | 38 |
| 9 | 4 | 11 | 5 | 11 | 4 | 4 | 4 | 12 | 17 | 38 |
| 10 | 4 | 11 | 5 | 11 | 4 | 4 | 4 | 12 | 17 | 38 |
| 11 | 4 | 11 | 5 | 11 | 4 | 4 | 4 | 12 | 17 | 38 |
| 12 | 4 | 11 | 5 | 11 | 4 | 4 | 4 | 12 | 17 | 38 |
| 13 | 2 | 10 | 2 | 10 | 2 | 2 | 2 | 12 | 8 | 34 |
| Total hours / module | 50 | 138 | 62 | 138 | 50 | 50 | 50 | 150 | 212 | 400 |
| Notional hours / module | 188 | | 200 | | 100 | | 200 | | 688 | |
| Credit Points | 20 | | 20 | | 20 | | 20 | | 80 | |