# UNIVERSITY OF ULSTER

## PROGRAMME SPECIFICATION

### PROGRAMME TITLE: BSc (Honours) Building Surveying with DIS F/T (C375UJ)

**PLEASE NOTE.** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he or she takes full advantage of the learning opportunities provided. More detailed information on the specific learning outcomes, content and the learning, teaching and assessment methods of each module can be found at [http://www.engineering.ulster.ac.uk/](http://www.engineering.ulster.ac.uk/) and in the programme handbook.

| 1. **AWARDING INSTITUTION/BODY:** | UNIVERSITY OF ULSTER |
| 2. **TEACHING INSTITUTION:** | UNIVERSITY OF ULSTER |
| 3. **LOCATION:** | Jordanstown Campus |
| 4. **PROGRAMME ACCREDITED BY:** | RICS |
| 5. **FINAL AWARD:** | BSc (Hons) Building Surveying with DIS |
| 6. **MODE OF ATTENDANCE:** | Sandwich, Full-time |
| 7. **SPECIALISMS:** | None |
| 8. **UCAS CODE:** | K231 |
| 9. **QAA SUBJECT UNIT:** | Building and Surveying |

### EDUCATIONAL AIMS AND OBJECTIVES OF THE PROGRAMME

**Programme Aim:**

The aim of the programme is to provide the knowledge and skills, which will promote personal and professional expertise in quantity surveying.

- To develop a thorough understanding of the principles, roles and purposes of building surveying practice; its relationship within the context of a unified surveying profession; and the international variations in professional involvement in traditional surveying activities.
- To develop the critical, creative, intellectual and analytical abilities of students, thereby facilitating skills in problem solving and data handling as applied in relevant aspects of property design, construction, maintenance, investment, management and marketing.
- To foster the inter-personal, personal management and other relevant transferable skills together with the professional skills, techniques and expertise necessary to enable the graduate to pursue a career in building surveying practice in the British Isles or internationally.
- To encourage and develop self-motivated academic enquiry, independent learning skills and the utilisation and application of new technologies to meet the changing demands of professional practice both locally and further afield.
- To produce graduates with a suitable base for post-graduate research and development, thus enabling the building surveyor to complete at the highest levels of management with other professionals in the property development, construction and investment industries.
- To produce graduates with an awareness of the importance of life-long learning in the future development of their chosen career.
- To provide students with the relevant vocational education in the core areas of construction technology, maintenance management and construction project procurement and other relevant subjects.

In addition for students on the Diploma in Industrial Studies Programme:

* To enhance an understanding of the work place.
* To develop personal and professional skills.
11. MAIN LEARNING OUTCOMES
The programme provides opportunities for students to achieve and demonstrate the following learning.

11K SUBJECT RELATED QUALITIES
The student demonstrates Knowledge and Understanding of:

K1 the key concepts, theories and principles used in building surveying, including building performance, technologies adopted within the industry, material sciences, design concepts, statutory & legislative principles, economic theory and applied economics, resource management, and the application of management theories.

K2 the context in which building surveying operates, including technology, legal, social, economic, health and safety, cultural, physical, environmental and global influences.

K3 the linkages and inter-relationships between the elements of the discipline of building surveying and the relationships between the discipline and related disciplines operating in the built and natural environments;

K4 specialist knowledge in applied science, construction, engineering, financial management and business management, human-building interaction, land surveying, mapping, resource management and allocation, and valuation;

K5 the professions and industries allied to building surveying, their operation and the linkages between them;

K6 professional ethics, their impact on the operation of the professions and their influence on the society, communities and the stakeholders with whom they have contact.

K7 construction related management practices.

Learning and Teaching Methods:

Knowledge and understanding of the subject are acquired mainly through lectures, tutorials, directed reading, laboratories, case studies, seminars, and IT based resources.

Assessment Methods:

Assessment of the above is principally through formal closed book examinations, class tests and coursework assignments consisting of laboratory reports, essays, individual and group exercises, a major individual project dissertation and oral/poster presentations.

11I INTELLECTUAL QUALITIES
The student is able to:

I1 critically evaluate arguments and evidence

I2 solve routine and unfamiliar problems, including collecting, analysing and interpreting data,

I3 self-manage and learn independently, such that they can analyse their own personal strengths and weaknesses and formulate strategies for improvement;

I4 question standard practice, and apply professional judgement in making recommendations and solving problems for future best practice.

I5 plan, conduct and report on a programme of original research.

Learning and Teaching Methods:

These qualities are developed through exercise classes/tutorials, coursework assignments, individual and group studio work, simulation exercises and project.

Assessment Methods:

The above are assessed through formal examinations, class tests and more open ended coursework assignments consisting of a range of problem simulation, poster and oral presentations/interviews and project dissertation.
PROFESSIONAL / PRACTICAL SKILLS

The student is able to:

P1  use communications and information technology such that they can acquire, design, use and modify existing communication technologies;
P2  use statistical concepts at an appropriate level, such that they can interpret, analyse and manipulate data;
P3  research for related literature and information;
P4  formulate solutions and interventions to address building defects;
P5  assessment of remedial actions specified to alleviate building deterioration;
P6  follow and develop safe working practices, foster an awareness of the needs, roles, rights and responsibilities of others;
P7  apply appropriate construction project management techniques to specific problems.

Learning and Teaching Methods:

Professional and practical skills are gained through coursework assignments including, laboratory work, problem solving assignments and studio work undertaken individually or in small groups and a substantial final year research project / dissertation.

Assessment Methods:

Assessment of the above skills is by practical tests including laboratory reports and problem simulation, and project dissertation. Some aspects are also assessed by formal closed book examination.

TRANSFERABLE / KEY SKILLS

The student is able to:

T1  locate, extract and analyse data from multiple sources, including drawn information;
T2  use appropriate quantitative and other equipment, and use standard and relevant IT software;
T3  communicate effectively such that they can present quantitative and qualitative information, together with analysis, argument and commentary, in a form appropriate to the intended audience, including appropriate acknowledgement and referencing of sources;
T4  appreciate the Building Surveyors role in society;
T5  effectively work with others within the context of a team;
T6  self-manage and learn independently such that they can analyse their own personal strengths and weaknesses and formulate strategies for improvement;
T7  develop skills which allow life long learning;
T8  summaries legal and other documents;
T9  manage time and resources;

Learning and Teaching Methods:

Basic IT and communication skills are taught in Year 1. These and the other skills listed above are developed through coursework assignments including the preparation of reports, problem solving assignments / studio work undertaken individually or in small groups and a substantial final year research project.

Assessment Methods:

The above skills are assessed by reports on problem simulation, a major final year project dissertation along with observation of management simulation exercises, oral and poster presentations.
11 MODULE OUTCOME MAP
Please Note: The matrix displays only the main measurable outcomes. There may be other outcomes detailed in the module description (e.g., attitudes and behaviours) which are not assessed.

| CODE       | TITLE                                      | K1 | K2 | K3 | K4 | K5 | K6 | K7 | I1 | I2 | I3 | I4 | I5 | P1 | P2 | P3 | P4 | P5 | P6 | P7 | T1 | T2 | T3 | T4 | T5 | T6 | T7 | T8 | T9 |
|------------|--------------------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| SUR105J1   | Economics 1                                | ✓  | ✓  | ✓  | ✓  |    |    | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |    |    |    |    |    |    |    |    |    |    |    |
| SUR110J1   | The building cycle                         | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |    |    |    |    |    |    |    |    |    |    |    |
| BLD114J1   | Introductory Structures                    | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| SUR109J4   | CAD & E-business in Built Env              | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| BLD101J4   | Building Science & Materials               | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| SUR101J2   | Technology 1                               | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| SUR104J2   | Law for surveyors                          | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| SUR323J1   | Construction Contracts 1                   | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| BLD498J1   | Entrepreneurship Awareness*                | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| SUR304J1   | Environmental Conservation                 | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| BLD303J1   | Building Design & Practice                 | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| SUR308J2   | Procurement & Administration               | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| BLD301J2   | Construction Technology B                  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| BLD315J2   | Building Services & Env. Control           | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| SUR320J4   | Placement: Building Surveying              | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| ECO543J1   | Financial Management & Econ.               | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| BLD518J1   | Building Assessment                        | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| SUR523J4   | Building Surveying Project                 | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| SUR522J4   | Building Surveying Dissertation            | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| BLD501J2   | Building Performance & Reg.                | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| ARC500J2   | Conservation Adaptation & Main             | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |

* See Entrepreneurship
ENTREPRENEURSHIP AWARENESS LEARNING OUTCOMES

11(ENTR) ~ K  SUBJECT RELATED QUALITIES

The student demonstrates Knowledge and Understanding of:

EK1 They will be able to define entrepreneurship, the entrepreneur and the entrepreneurial process.

EK2 They will be able to identify steps required to research the potential for an innovative idea, social or community development or new venture opportunity.

EK3 They will be able to examine the key resources for new venture creation.

EK4 They will be able to point out the key steps required for exploiting an innovative idea, processing a social or community development or setting up a new venture opportunity.

Learning and Teaching Methods:
Skills are taught in class tutorials and extensive use of the e-Learning environment.

Assessment Methods:
The above skills are assessed by individual assignments, submitted through an e-Learning environment using WebCT.

11(ENTR) ~ I  INTELLECTUAL QUALITIES

The student is able to:

EI1 They will be able to recognize the central role of creativity and innovation in entrepreneurship and, where appropriate, the core challenges of protecting new ideas.

Learning and Teaching Methods:
Skills are taught in class tutorials and extensive use of the e-Learning environment.

Assessment Methods:
The above skills are assessed by individual assignments, submitted through an e-Learning environment using WebCT.

11(ENTR) ~ P  PROFESSIONAL /PRACTICAL SKILLS

The student is able to:

EP1 The will be able to discuss the components of a new venture / project and aspects of the planning process.

Learning and Teaching Methods:
Skills are taught in class tutorials and extensive use of the e-Learning environment.

Assessment Methods:
The above skills are assessed by individual assignments, submitted through an e-Learning environment using WebCT.

11(ENTR) ~ T  TRANSFERABLE/KEY SKILLS

The student is able to:

ET1 They will be able to recognize the central role of creativity and innovation in entrepreneurship and, where appropriate, the core challenges of protecting new ideas.

ET2 FOR THOSE COMPLETING THE PROGRAMME that they will be able to manipulate an e-learning environment.

Learning and Teaching Methods:
Skills are taught in class tutorials and extensive use of the e-Learning environment.

Assessment Methods:
The above skills are assessed by individual assignments, submitted through an e-Learning environment using WebCT.

MODUEL OUTCOME MAP FOR ENTREPRENEURSHIP AWARENESS.

<table>
<thead>
<tr>
<th>CODE</th>
<th>TITLE</th>
<th>EK1</th>
<th>EK2</th>
<th>EK3</th>
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<tr>
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<td>Entrepreneurship Awareness</td>
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<td>✓</td>
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<td>✓</td>
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</table>
12 PROGRAMME STRUCTURE AND REQUIREMENTS FOR THE AWARD

• The BSc (Hons) degree with Diploma in Industrial Studies (DIS) is a thick sandwich programme of 4 years duration. Years 1, 2 & 4 each comprise modules totaling 120 credit points studied over 2 semesters. Year 3 is spent in supervised industrial placement comprising a module of 60 credit points.

• The BSc(Hons) degree is a three-year full-time programme. It is identical in academic content to the sandwich programme and is only open to those students who can demonstrate prior work experience of a duration and content equivalent to the Year 3 industrial placement of the sandwich mode.

• The part-time programme is of 6 years duration. Part-time students normally take 60 credit points of study each year over 2 semesters. Year 1 & 2 part time equate to Year 1 of the full time sandwich programme. Years 3 & 4 part time equate to Year 2 of the full time sandwich programme, and years 5 & 6 part time equate to year 4 of the full time sandwich programme. See Section 14.2 for the admission requirements for the part-time programme.

<table>
<thead>
<tr>
<th>Module Code &amp; Title</th>
<th>Credit Level</th>
<th>Credit Points</th>
<th>Module Status</th>
<th>Awards</th>
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<td>SUR105J1 Economics 1</td>
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<td>SUR110J1 The building cycle</td>
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</table>

13 SUPPORT FOR STUDENTS AND THEIR LEARNING

Students and their learning are supported in a number of ways: -

• A comprehensive induction for new students regardless of entry level.
• Programme handbook and module booklets.
• Access for students to the Course Director and academic staff.
• Student representation on the course committee.
• Opportunity to address general programme concerns through the student/staff consultative committee.
• Personal studies advisors allocated to each student.
• Opportunity for feedback on academic progress at the end of each semester.
• Guidance and information on safety-related matters.
• Facilities and assistance offered by the Learning Resources Centre (Library) and computer services (ISD).
• Student e-mail accounts and full access to the Internet.
- Intranet with a wide range of software, tutorials and information resources (VIBEL – Virtual Built Environment Library).
- Preparation for placement and help in finding placement opportunities.
- Academic staff visit students on placement.
- Department of Student Affairs provides services in the fields of accommodation, health, counselling & guidance, careers, childcare, finance & special needs.
- The Careers Service, in conjunction with course teams, provides careers advice and the preparation for Industrial Placement.
- University has protocols for assessment of students with disabilities.
- Student membership and participation in Professional bodies is encouraged.
- Students Union, in conjunction with the International Office, runs an orientation course for overseas students.

### 14 CRITERIA FOR ADMISSION TO THE PROGRAMME

Applicants must satisfy the University’s general entry requirements.

#### 14.1 Published entry requirements for admission to the full-time sandwich (4 year duration) and full-time (3 year duration) courses are detailed below:

**GCSE / VCE A level.**
A minimum of 260 UCAS Tariff Points to include grades CC at GCSE or grades CC in VCE double award or two single awards.  
Grade C or above in GCSE Mathematics or equivalent

**Irish Leaving Certificate**
BBBCC (405-465)

**BTEC National Diploma**
Four Distinctions and remainder Merits at Level NIII. All BTEC National Diplomas considered.

**Higher National Diploma**
65% overall average for Year 2 entry or 55% overall average for Year 1 entry.

#### 14.2 Entry requirements for admission to the part-time mode are detailed below

Applicants should normally be over 21 years of age, have at least three years experience in, and currently be employed in the construction industry. They should normally have an equivalent qualification as for entry to the full-time programme. However consideration may in exceptional circumstances be given to mature students who can document and demonstrate previous experiential evidence relevant to the programme.
Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

- Formal student feedback is sought on the content and delivery of each module via a module evaluation questionnaire, a free response method or a module forum.
- Upon completion the module team reviews each module. Statistical information, student feedback, content, delivery, assessment methods, resources and proposed enhancements are considered.
- Periodic validation involving external professional / industrial and academic panel.
- The programme is accredited by RICS.
- Annual Subject Monitoring, including views of External Examiner and module evaluation.
- Staff teaching performance is monitored annually through student questionnaires. In addition, staff members participate in peer observation of their teaching.
- Staff appraisal is carried out on a 2 year cycle with attention given to the development needs of the individual staff member.

Committees with responsibilities for monitoring and evaluating quality:

- Regular student-staff consultative meetings provide the means of highlighting any difficulties, relating to the programme, experienced by the cohort.
- Course Committees.
- Board of Examiners.
- School Board.
- At faculty and University levels there are active Learning and Teaching, and Quality Assurance and Enhancement (QAEC) Committees responsible for co-ordinating and monitoring developments and initiatives relating to innovative methods for delivery, technology mediated learning, as well as general resource issues. In addition, QAEC is responsible for regulating faculty codes of practice relating to programme management and delivery.

Mechanisms for gaining student feedback on the quality of their learning experience:

- Student-Staff Consultative Committee
- Students are given opportunity to be represented at course committee, School and Faculty board
- Module evaluation questionnaires/module forum/module free response
- Placement reports

Staff development includes:

- Updating in the subject through research and scholarship
- The University has an active Staff Development Unit providing specific training/development for staff. Specifically, all new staff members (opportunity is also provided for existing staff) have to pursue a formal teaching qualification (Postgraduate Certificate) and are encouraged to apply for membership of the HEA.
- Consultancy.
- Regular staff teaching and learning seminars.
16 REGULATION OF STANDARDS

Assessment rules.

General programme regulations are in accordance with the current University of Ulster “Charter, Statutes, Ordinances and Regulations” and updated annually in the Student Handbook for the programme.

In modules that are assessed by either coursework or written examination, the pass mark is 40%. In modules that are assessed by a combination of coursework and written examination, the pass mark for each assessment element is 40%.

The pass mark for the award of the Diploma in Industrial Studies placement year is 50%; a mark of 40% is sufficient for progression to the next stage of the programme.

Classification Of Final Result

Only level D modules contribute to the Honours classification. Each module is weighted in proportion to its credit point rating.

The following percentages are used as a basis for determining a candidate’s overall classification:

- Class I: At least 70%
- Class II (division i) (IIi): At least 60% and less than 70%
- Class II (division ii) (IIiii): At least 50% and less than 60%
- Class III: At least 40% and less than 50%

In order to be considered for a particular class of Honours degree a candidate must normally have obtained marks in the appropriate range or above in at least 50% of the modules taken in the final level of the programme.

Award of Diploma in Industrial Studies

The following are the minimum percentages used in determining the overall gradings of candidates.

- DIS
  - Pass with Commendation: At least 70%
  - Pass: At least 50% and less than 70%

External Examination

Two External Examiners are appointed for the programme, one with an academic background and one Practitioner. Their terms of office are normally of 4 years duration. The role of the External Examiners is to moderate and approve examination papers and other forms of assessment, ensure that academic standards are maintained and that individual students are treated fairly. The External Examiners are required to submit reports on the standard of the programme, assessment and student performance, comparability of these standards with those of similar programmes, and the administration of the assessment schemes and processes. Detailed duties are as specified in the current University of Ulster “Handbook for External Examiners”.
17. INDICATORS OF QUALITY RELATING TO LEARNING AND TEACHING

- Teaching staff, within the faculty are encouraged to become accredited members of the Higher Education Academy. To date two members have fulfilled the requirements through completion of the Postgraduate Certificate in University Teaching (PGCHEP). A further two staff members are in process of gaining the award.
- As well as teaching, most staff, are actively engaged in research that informs their teaching. In addition, most have substantial industrial experience prior to joining the University. A significant number are full members of appropriate professional bodies (e.g. RICS, RIBA, ICE, CIOB).
- One staff member of the school has been awarded the Distinguished Teaching Award from the University.
- In 1998 the HEFCE/Quality Assurance Agency awarded a score of 21.
- In the 2001 Research Assessment Exercise staff teaching on the programme contributed to Unit 33 “Built Environment” gaining a score of 5.
- All honours degree students normally obtain a suitable one-year industrial placement for their DIS year either locally or internationally. Exemption is granted only to those students who can demonstrate equivalent prior experience.
- Graduates from the programmes have substantially better employment prospects than those from other subject disciplines. Most will have paid employment within industry within 3 months of graduation.
- The programmes are accredited by the RICS. The most recent accreditation visit was in 2004.
- Annual Subject Monitoring.
- Periodic Subject Validation.