



## **Faculty of Science and Technology**

# **Building Surveying Practice Module Guide**

**Department:** Built Environment  
**Module Code:** EB330002D

**Academic Year:**  
**Semester:** 1 & 2

## **Contents**

<b>1. Key Information .....</b>	<b>2</b>
<b>2. Introduction to the Module .....</b>	<b>2</b>
<b>3. Intended Learning Outcome .....</b>	<b>2</b>
<b>4. Outline Delivery .....</b>	<b>3</b>
<b>4.1 Attendance Requirements .....</b>	<b>4</b>
<b>5. Assessment .....</b>	<b>4</b>
<b>6. Assessment Criteria and Marking Standards .....</b>	<b>8</b>
<b>7. Assessment Offences .....</b>	<b>10</b>
<b>8. Learning Resources .....</b>	<b>11</b>
<b>8.1 Recommended Texts .....</b>	<b>11</b>
<b>8.2 Recommended Internet Resources .....</b>	<b>11</b>
<b>8.3 Other Resources .....</b>	<b>11</b>
<b>9. Module Definition Form .....</b>	<b>12</b>
<b>Most RICS Guidance Notes are available from the Construction Information Service (CIS), an on-line data-base, for which APU has a multi-user licence or the RICS ISurv Database .....</b>	<b>13</b>
<b>10. Report on Last Delivery of Module .....</b>	<b>13</b>

## **1. Key Information**

**Module/Unit title:** Building Surveying Practice

**Module Leader:** Mark Hurst  
Chelmsford campus, Faculty Building, Room 317

## **2. Introduction to the Module**

This module centres on the skills and competences required in the professional practice of Chartered Building Surveyors. The module takes the student through the inspection, analytical and legislative processes, and the guidance notes and practice statements for the various types of survey and the methodology of reporting the conclusion appropriately to the Client.

The purpose of this module is to equip the student with the practical, technical and legislative knowledge required to carry out the various forms of building surveying work. Many practical learning exercises will be included.

This is a 30-credit module completed over two semesters. Assessment is by means of an oral presentation, an item of coursework and written examination. The assignments will be staged and relate to buildings surveyed by the students.

## **3. Intended Learning Outcomes**

On successful completion of the module the students will be able to demonstrate the following:

- Inspect and analyse the condition and performance of a range of buildings
- Detect building defects and report in a building survey
- Offer coherent solutions in disrepair situations
- Prepare a Schedule of Condition and a Schedule of Dilapidations
- Understand Party Wall etc Act 1996
- Understand the role of the Expert Witness in property related disputes

#### 4. Outline Delivery

	<b>Week No</b>	<b>Lecture</b>	<b>Seminar/Workshop</b>
<b>Semester One</b>	1	Introduction to Dilapidation Overview of Schedule of Condition	Tutorial:- Group work on tutorial task Site notes in use
	2	Aim and purpose of Schedule of Condition and property reports	Tutorial:- Group work on tutorial task Site notes in use
	3	Schedule of Dilapidations and Scott's Schedules	Tutorial:- Group work on tutorial task Site notes and Schedules of Condition
	4	Lease RICS Guidance and Protocol	Tutorial:- Group work on tutorial task Schedules of Condition and Schedules of Dilapidations
	5	The Legal Framework to Dilapidations	Tutorial:- Group work on tutorial task Schedules of Condition and Schedules of Dilapidations
	6	Clients and Terms and Conditions Tutorial workshop	Tutorial:- Group work on tutorial task Focus on three key dilapidation issues
	7	Dilapidation, how much will it cost and who?	Tutorial workshop  Oral presentations
	8	Introduction to Expert Witness	Tutorial workshop
	9	Dilapidations – Presentations Skills	Tutorial workshop
	10	Rehearse Oral Presentation	Tutorial workshop
	11	Oral Presentations	
	12	Oral Presentations	
<b>Semester Two</b>	1	Building Surveying Types of clients Types of surveys Residential Building Surveying by era	Tutorial workshop
	2	Building Surveying Terms and Conditions Rebuild costs and valuations	Tutorial workshop
	3.	Building Surveying Commercial surveys Building surveying by era	Tutorial workshop

	Residential Guidance Notes	
4	Building Surveying Report Format Listed buildings Building surveying by era Follow the trail	Tutorial workshop
5	Building Surveying Residential and Commercial survey Guidance Notes	
6	Building Surveying	
7	Party Walls	
8	Party Walls	
9	Party Walls	
10	Revision	
11	Revision	
12	Examination	

#### 4.1 Attendance Requirements

Attending all your classes is very important and one of the best ways to help you succeed in this module. In accordance with the Student Charter, you are expected to arrive on time and take an active part in all your timetabled classes. If you are unable to attend a class for a valid reason (eg: illness), please contact your Module Tutor.

Anglia Ruskin will closely monitor the attendance of all students and will contact you by e-mail if you have been absent without notice for two weeks. Continued absence can result in the termination of your registration as you will be considered to have withdrawn from your studies.

International students who are non-EEA nationals and in possession of entry clearance/leave to remain as a student (student visa) are required to be in regular attendance at Anglia Ruskin. Failure to do so is considered to be a breach of the immigration regulations. Anglia Ruskin, like all British Universities, is statutorily obliged to inform the Border and Immigration Agency of the Home Office of significant unauthorised absences by any student visa holders.

#### 5. Assessment

There are two assessments for this module and an exam.

- Oral Presentation Dilapidations: Marks 30%
- Building survey: Marks 40%
- Two hour examination: Marks 30%

### **Assignment One – Oral Presentation 30%**

Working in groups, you will prepare site notes, schedules and property reports on an agreed property (selected by group) together with weekly meeting minutes a schedule of dilapidations during semester one.

The groups will consider both the tenant and the landlord position and appropriate guidance notes and practice statements.

Groups to give an oral presentation on Dilapidations focusing on pre-agreed key dilapidation areas (selected by agreement)

Oral presentation to be a minimum 15 minutes and maximum 20 minutes to be given before in December of Semester One and will include an individual question and answer session after the presentation.

Presentation to be in power point presentation to including photos, drawings and schedules used to illustrate the property and its condition.

Guidance on presentations will be given during lectures.

Each group to submit one copy of a handout on the property and an electronic copy of same, on the day of the presentation.

Presentation: .....

### **Assignment Two – Building Survey 40%**

You are instructed to carry out a Building Survey of a substantial freehold property to appropriate guidance notes and practice statements and prepare a survey with particular focus on the executive summary.

### **Two hour examination at end of Semester Two 30%**

The examination will take the form of questions on dilapidations, party walls, dispute resolution and building surveying.

All coursework assignments and other forms of assessment must be submitted by the published deadline which is detailed above. It is your responsibility to know when work is due to be submitted – ignorance of the deadline date will not be accepted as a reason for late or non-submission.

All student work which contributes to the eventual outcome of the module (i.e.: if it determines whether you will pass or fail the module and counts towards

the mark you get for the module) is submitted via the iCentre using the formal submission sheet Academic staff CANNOT accept work directly from you.

If you decide to submit your work to the iCentre by post, it must arrive by midday on the due date. If you elect to post your work, you do so at your own risk and you must ensure that sufficient time is provided for your work to arrive at the iCentre. Posting your work the day before a deadline, albeit by first class post, is extremely risky and not advised.

Any late work (submitted in person or by post) will NOT be accepted and a mark of zero will be awarded for the assessment task in question.

You are requested to keep a copy of your work.

## **Feedback**

You are entitled to written feedback on your performance for all your assessed work. For all assessment tasks which are not examinations, this is provided by a member of academic staff completing the assignment coversheet on which your mark and feedback will relate to the achievement of the module's intended learning outcomes and the assessment criteria you were given for the task when it was first issued.

Examination scripts are retained by Anglia Ruskin and are not returned to students. However, you are entitled to feedback on your performance in an examination and may request a meeting with the Module Leader or Tutor to see your examination script and to discuss your performance.

Anglia Ruskin is committed to providing you with feedback on all assessed work within **20 working days** of the submission deadline or the date of an examination. This is extended to 30 days for feedback for a Major Project module (please note that working days excludes those days when Anglia Ruskin University is officially closed; eg: between Christmas and New Year).

At the main Anglia Ruskin University campuses, each Faculty will publish details of the arrangement for the return of your assessed work (eg: a marked essay or case study etc). Any work which is not collected by you from the Faculty within this timeframe is returned to the iCentres from where you can subsequently collect it. The iCentres retain student work from a specified period prior to its disposal.

To assure ourselves that our marking processes are comparable with other universities in the UK, Anglia Ruskin provides samples of student assessed work to external examiners as a routine part of our marking processes. External examiners are experienced academic staff from other universities who scrutinise your work and provide Anglia Ruskin academic staff with feedback and advice. Many of Anglia Ruskin's staff act as external examiners at other universities.

On occasion, you will receive feedback and marks for pieces of work that you completed in the earlier stages of the module. We provide you with this feedback as part of the learning experience and to help you prepare for other assessment tasks that you have still to complete. It is important to note that,

in these cases, the marks for these pieces of work are **unconfirmed** as the processes described above for the use of external examiners will not have been completed. **This means that, potentially, marks can change, in either direction!** Marks for modules and individual pieces of work become confirmed on the Dates for the Official Publication of Results which can be checked at [www.anglia.ac.uk/results](http://www.anglia.ac.uk/results)

## 6. Assessment Criteria and Marking Standards

### LEVEL 3

Generic Learning Outcomes  (Academic Regulations, Regulation 2.26-2.41.2)	Assessment criteria by level  Characteristics of student achievement per mark band →	Marking standards (by mark band)					
		70%+ <i>Achieves module outcome/s related to this GLO at this Level of Study</i>	60-69% <i>Achieves module outcome/s related to this GLO at this Level of Study</i>	50-59% <i>Achieves module outcome/s related to this GLO at this Level of Study</i>	40-49% <i>Achieves a marginal pass in the module outcome/s related to this GLO at this Level of Study</i>	30-39% <i>Fails marginally to achieve module outcome/s related to this GLO. MDF may permit compensation</i>	1-29% <i>Fails to achieve module outcome/s related to this GLO and is <b>not</b> eligible for compensation.</i>
Knowledge and Understanding	<b>Level 3 (FHEQ Level 6)</b> is characterised by an expectation of students' increasing autonomy in relation to their study and developing skill sets. Students are expected to demonstrate problem solving skills, both theoretical and practical. This is supported by an understanding of appropriate theory; creativity of expression and thought based in individual judgement; and the ability to seek out, invoke, analyse and evaluate competing theories or methods of working in a critically constructive and open manner. Output includes is articulate, coherent and skilled in the appropriate medium, with some students producing original or innovative work in their specialism	Excellent knowledge base that supports analysis, evaluation and problem solving in theory/practice/ethics of discipline with considerable originality	Good knowledge base that supports analysis, evaluation and problem solving in theory/practice/ethics of discipline with some originality.	Satisfactory knowledge base that supports some analysis, evaluation and problem solving in theory/practice/ethics of discipline	Basic knowledge base with some omissions at the level of theoretical/ethical issues. Restricted ability to discuss theory and/or solve problems in discipline	Limited knowledge base; limited understanding of discipline/ ethical issues. Difficulty with theory and problem solving in discipline	Inadequate knowledge base; lack of understanding of discipline/ ethical issues. Unable to discuss theory or solve problems in discipline

<b>Intellectual (thinking), Practical, Affective and Transferable Skills</b>	<p><b>Level 3 (FHEQ Level 6)</b> is characterised by an expectation of students' increasing autonomy in relation to their study and developing skill sets. Students are expected to demonstrate problem solving skills, both theoretical and practical. This is supported by an understanding of appropriate theory; creativity of expression and thought based in individual judgement; and the ability to seek out, invoke, analyse and evaluate competing theories or methods of working in a critically constructive and open manner. Output is articulate, coherent and skilled in the appropriate medium, with some students producing original or innovative work in their specialism.</p>	<p>Excellent management of learning with degree of autonomy/ research that may exceed the assessment brief. Structured and creative expression. Very good academic/ intellectual skills and practical/ team/ professional/ problem solving skills</p>	<p>Good management of learning, with consistent self-directed research. Structured and accurate expression. Good academic/ intellectual skills and team/practical/ professional/ problem solving skills</p>	<p>Satisfactory management of learning. Some autonomy in research but inconsistent. Structured and mainly accurate expression. Acceptable level of academic/ intellectual skills going beyond description at times. Satisfactory team/ practical/ professional problem solving skills.</p>	<p>Basic use of learning resources with little autonomy. Some difficulties with academic/ intellectual skills. Some difficulty with structure/ accuracy in expression, but evidence of developing team/ practical/ professional/ problem solving skills</p>	<p>Limited use of learning resources. Unable to work autonomously. Little input to teams. Weak academic/ intellectual skills. Still mainly descriptive. General difficulty with structure/ accuracy in expression. Practical/ professional/ problem solving skills that are not yet secure</p>	<p>Inadequate use of learning resources. Failure to contribute to team work. Major problems with structure/ accuracy in expression. Very weak academic/ intellectual skills and weak practical/ professional skills. No ability to direct own learning.</p>
------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

A mark of 0% may be awarded for non-submission, poor or dangerous practice, incoherent and insufficient work and in situations where the student fails to address the assignment brief and related learning outcomes.

## **7. Assessment Offences**

You are reminded that any work that you submit must be your own. All suspected assessment offences will be investigated and can result in severe penalties. Please note that it is your responsibility to consult the relevant sections of the Academic Regulations (section 10 – see [www.anglia.ac.uk/academicregs](http://www.anglia.ac.uk/academicregs)) and the Student Handbook.

When you are preparing your work for submission, it is important that you understand the various academic conventions that you are expected to follow in order to make sure that you do not leave yourself open to accusations of plagiarism (eg: the correct use of referencing, citations, footnotes etc) and that your work maintains its academic integrity.

Plagiarism is theft and constitutes the presentation of another's work as your own in order to gain an unfair advantage. You will receive advice and guidance on how to avoid plagiarism and other elements of poor academic practice during the early stages of your studies at Anglia Ruskin.

### **A Guide to Academic Integrity and Good Academic Practice**

A primary purpose of a University education is to instil in each student an understanding of, and a capability for scholarship, independent judgment, academic rigour, and intellectual honesty.

It is the joint responsibility of university teachers, support staff and students to work together to foster these ends through relationships which encourage freedom of inquiry, demonstrate personal and professional integrity and foster mutual respect.

Good academic practice refers to the process of completing your academic work independently, honestly and in an appropriate academic style, using good referencing and acknowledging all of your sources.

To demonstrate good academic practice you must:

- Develop your own independent evaluation of academic issues;
- Draw upon research from academics in your field of study;
- Discuss and evaluate existing concepts and theories;
- Demonstrate your understanding of the key literature;
- Develop your own arguments.

To support your own good academic practice you will need to develop:

- Study and information skills (eg reading, note taking, research, etc);
- Skills of critical enquiry and evaluation (eg taking a balanced opinion, using reasoning and argument);
- Appropriate academic writing skills (eg for essays, reports, dissertations, etc)
- Referencing skills;
- Examination techniques (eg preparation and timing, etc).

Achieving good academic practice is not as complicated as it may appear. In a nutshell, you need to:

- Know the rules;
- Make sure you reference all sources

Poor academic practice or academic dishonesty (plagiarism, cheating, fraud etc) is sometimes caused by insecurity as to what is expected and what is allowed. If you are in any doubt you should talk to a librarian and/or your module or personal tutor.

## **Our Expectations of Students**

The Student Charter (available at: [http://web.anglia.ac.uk/anet/students/pdfs/11473\\_Charter16ppA5.pdf](http://web.anglia.ac.uk/anet/students/pdfs/11473_Charter16ppA5.pdf)) requires you to 'be aware of the academic rules relating to your studies', p9). We expect you to agree that you will:

- i) Ensure that you are familiar with the academic conventions regarding the citing (acknowledgement, referencing) of the work of others (see <http://libweb.anglia.ac.uk/referencing/referencing.htm> for assistance);
- ii) Only hand in your own original work for assessment;
- iii) Correctly reference all the sources for the information you have included in your work;
- iv) Identify information you have downloaded from the Internet;
- v) Never use another student's work as if it were your own work;
- vi) Never use someone else's artwork, pictures or graphics (including graphs, spreadsheets etc and information from the Internet) as if they were made by you
- vii) Never let other students use or copy from your work
- viii) Work through 'PILOT', the online tutorial available on the University library website (<http://libweb.anglia.ac.uk/pilot>). PILOT addresses a number of study skills which will help you develop good academic practice.

## **8. Learning Resources**

### **8.1 Recommended Texts**

#### **Dilapidations**

West, W., Smith, P. and Huntsman, P. (2001) *West & Smith's Law of Dilapidations*, London: Estates Gazette.

RICS Guidance Note *Dilapidations*, London: RICS

Hollis, M (2002) *Surveys for Dilapidations*, London: Estates Gazette

Dilapidations Letters Forms and Schedules (2005). CD-Rom. RICS Publications

## **Party Walls**

Ensom, D. (1996) *The Party Walls etc Act Explained*, Pyramus & Thisbe Club, Parrot House.

The Party Walls etc Act 1996 Explanatory Booklet

North, G. (2006) Ansty's *Party Walls and What to do with them*, London: RICS Books

## **Building Surveys**

Hollis, M (2005) *Surveying Buildings*, 5<sup>th</sup> edn. London: RICS Books

Hollis, M. *Pocket Surveying Buildings*. 2<sup>nd</sup> edn. RICS Publications

Hoxley, M. (2002) *Building Surveys*, London: RIBA publications

Noy, Edward. (2005) *Building Surveys and Reports*. 3<sup>rd</sup> edn. Blackwell Science

Watts & Co. (2007) *Watts Pocket Handbook*. RICS Books

Watt, David. (2007). *Building Pathology*. 2<sup>nd</sup> edn. Blackwell Publishing

**Legal Volumes** You will need to go to the library to look up references in the legal volumes.

Sweet & Maxwell, *Handbook of Dilapidations*, with 2007 updates.

Halsbury's Law of England (Vol. 27)

## **8.2 Recommended Internet Resources**

[www.RICS.org](http://www.RICS.org)

[www.isurv.org](http://www.isurv.org)

## **8.3 Other Resources**

**Acts of Parliament** You will need to refer to a wide range of Acts, including

Law of Property Act 1925

Landlord and Tenant Act 1927

## **10. Report on Last Delivery of Module**

Feedback sheets used to regularly review student progress and findings reflected in lectures.