

A photograph of a modern cityscape at night, with illuminated buildings and streets, viewed from an elevated perspective.

Subject Benchmark Statement: Land, Construction, Real Estate and Surveying

The Basics

This summary is designed to provide a short and accessible overview of the Subject Benchmark Statement for Land, Construction, Real Estate and Surveying for students, employers and academics. It is not intended to replace or alter the Subject Benchmark Statement, which should be referred to in the design and approval of courses and when any further detail is required.

Subject Benchmark Statements describe the nature of study and the benchmark academic standards expected of graduates in specific subject areas, and in respect of particular qualifications. They provide a picture of what graduates in a particular subject might reasonably be expected to know, do and understand at the end of their course or programme.

Subject Benchmark Statements are presented in four sections. Section 1 outlines the contextual information - providing the operational landscape, and boundaries, of subject discipline. This includes consideration of the ways in which the discipline addresses wider social goals, specifically in relation to: equality, diversity and inclusion (EDI); the requirements of disabled students; education for sustainable development (ESD); and enterprise and entrepreneurship.

Section 2 covers distinctive features of the course, including curriculum design, partnership arrangements, flexibility of delivery, progression and ongoing monitoring processes. Section 3 explains any features relevant to teaching, learning and assessment activities for the subject. Section 4 describes the benchmark standards of achievement reached by all graduates with a bachelor's degree with honours in the subject, with some subjects also including achievement at master's level.



Why study a degree in Land, Construction, Real Estate and Surveying?

As a subject discipline, Land, Construction, Real Estate and Surveying (LCRES) represent a group of subjects which collectively are often known as the 'built environment'. All courses covered by this Subject Benchmark Statement have connections to other subjects associated with the environment, its buildings and associated infrastructure. As such, a key feature of the Statement is its holistic, interdisciplinary and multidisciplinary character. Most graduates of the subjects covered by this Statement work with individuals from academic backgrounds in the related professions. LCRES education has a strong vocational component which prepares graduates for a wide range of built environment and related careers. This Statement provides a context within which courses can be delivered with or without seeking professional accreditation.

The courses covered by this Statement can be described under the following indicative headings:

- Building Surveying
- Quantity Surveying and Commercial Management
- Construction Management
- Building Control and Fire Engineering
- Real Estate (including real estate, real estate finance and investment)
- Rural Land
- Planning and Development
- Geospatial Surveying.

The professionals covered by this Statement directly contribute to our economic, social and environmental sustainability through contributing to a built environment in which people live and work. Hence, the subject area reflects the needs and experiences of individuals, businesses and communities. This means that LCRES graduates have a unique opportunity to inclusively shape the way that people live their lives and influence a sustainable built and natural environment.

Professional, statutory and regulatory bodies (PSRBs) are integral to LCRES courses and its vocational relevance; they are among the main drivers for students choosing to study programmes. Consequently, a major strength in the design of LCRES programmes is focusing explicitly on meeting skills required for workplace needs through those that have been expressed by PSRBs and employers. The learning outcomes for degrees are driven by PSRBs and industry requirements which helps inform the programme content. The programmes are also designed to enable students to develop a wide range of communication skills, critical thinking, problem-solving, self-management, data and information management. The abilities to collaborate and work in teams to achieve practical solutions and to respect colleagues are fundamental attributes. This focus can be illustrated through the example of interdisciplinary learning around sustainability. These transferable skills are developed progressively and in parallel with the specific subject-related competencies studied.



What are the main teaching and learning approaches in Land, Construction, Real Estate and Surveying?

Despite the diversity of award titles and differences in emphasis among individual courses of study within this Subject Benchmark Statement, courses share common features of structure, approach and pedagogic philosophy.

For individual degree courses, the content depends on whether the objective is to produce a graduate who is a general practitioner or a subject specialist; that is, a graduate who is skilled in a broad or a narrow range of subjects. The balance between breadth and depth of a graduate's knowledge is similarly variable.

All graduates possess an appreciation of the interacting nature of a range of elements, which grows out of a more specialist understanding of some of them. Generally, students develop an ability to synthesise concepts and ideas across subjects and to take a holistic view appropriate to their specific course and area of study.



How are students assessed?

The assessment of Land, Construction, Real Estate and Surveying courses includes a mix of methods that are accessible to disabled students and students from varying educational and cultural backgrounds within different learning situations.

Where individual students may be disadvantaged by particular assessment methods, adjustments to those assessments are considered in discussion with the student concerned, while ensuring fairness across the full cohort. The procedures used for assessment cover the subject knowledge (breadth and depth), abilities and skills developed through the degree course.



Benchmark Standards

The minimum threshold standards that a student will have demonstrated when they are awarded an honours degree in Land, Construction, Real Estate and Surveying are outlined on **pages 18-33** of the Subject Benchmark Statement. The vast majority of students will perform significantly better than the minimum threshold standards. Each higher education provider has its own method of determining what appropriate evidence of this achievement will be and should refer to [Annex D in The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#). This Annex sets out common descriptions of the four main degree outcome classifications for bachelor's degrees with honours – 1st, 2.1, 2.2 and 3rd.

The full statement was developed by subject experts drawn from across the sector. Details of the Advisory Group can be found on **page 37** of the full Statement.

Read the full Subject Benchmark Statement

The [full Subject Benchmark Statement](#) is available on the QAA website.



Subject Benchmark Statements are published in QAA's capacity as a membership organisation on behalf of the higher education sector.

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