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| <b>Module Title:</b>                                                                                                | Surveying and Recording 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Language of Instruction:</b>                                                                                     | English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Credits:</b>                                                                                                     | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>NFQ Level:</b>                                                                                                   | 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Module Delivered In</b>                                                                                          | <a href="#">2 programme(s)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Teaching &amp; Learning Strategies:</b>                                                                          | <p>Learning shall be through: lectures, Demonstrations, Tutorials, Practical's &amp; project feedback. Intensive group studio-based learning, Site visits to live projects to observe the construction practices. learning by doing for practicals and report writing to record findings. 1. To understand how to apply the principles of health and safety for surveying buildings and sites: with reference to the RICS document for Safe Surveying 2011. 2. To understand the concepts of measured surveying and complete an accurate measured survey and report of existing buildings and sites. To have the ability to produce a set of survey / record drawings measured / scaled elevation drawings, technical reports &amp; photographic surveys. To understanding and research the date and historical styles of buildings and building types for inclusion in technical reports. 3. To understand the principles a condition survey and apply to create and present a condition report for an existing building. 4. To be able to apply the principles and techniques required to set out a site boundary, a site grid and also the foundations of a building on site 5. To understand record and apply the concepts of site progress inspections and snagging/ quality control for a construction project.</p> |
| <b>Module Aim:</b>                                                                                                  | <p>Aims 1. To introduce the student to the principles of health and safety for surveying buildings and sites with reference to the RICS document for Safe Surveying 2011. 2. To introduce the student to the concepts of measured surveying and the completion of an accurate measured survey and report of existing buildings and sites. To demonstrate how to produce a set of survey / record drawings, measured / scaled elevation drawings, technical reports &amp; photographic surveys. To introduce the student to the concept of researching and dating of historical building styles and types for inclusion in technical reports. 3. To introduce the student to the principles a condition survey and demonstrate how to create and present a condition report for an existing building. 4. To introduce the student to the principles and techniques required to set out a site boundary, a site grid and the foundations of a building on site. 5. To introduce the student to the concepts of site progress inspections, snagging/ quality control for a construction project and how to record the process.</p>                                                                                                                                                                                           |
| <b>Learning Outcomes</b>                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <i>On successful completion of this module the learner should be able to:</i>                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| LO1                                                                                                                 | To understand how to apply the principles of health and safety for surveying buildings and sites: with reference to the RICS document for Safe Surveying 2011.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| LO2                                                                                                                 | To understand the concepts of measured surveying and complete an accurate measured survey and report of existing buildings and sites. To have the ability to produce a set of survey / record drawings measured / scaled elevation drawings, technical reports & photographic surveys. To understanding and research the date and historical styles of buildings and building types for inclusion in technical reports.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| LO3                                                                                                                 | To understand the principles a condition survey and apply to create and present a condition report for an existing building.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| LO4                                                                                                                 | To be able to apply the principles and techniques required to set out a site boundary, a site grid and also the foundations of a building on site.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| LO5                                                                                                                 | To understand record and apply the concepts of site progress inspections and snagging/ quality control for a construction project.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Pre-requisite learning</b>                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Module Recommendations</b>                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| No recommendations listed                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Incompatible Modules</b>                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| No incompatible modules listed                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Co-requisite Modules</b>                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| No Co-requisite modules listed                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Requirements</b>                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <i>This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.</i>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| No requirements listed                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## Module Content & Assessment

### Indicative Content

1.  
To introduce the student to the principles of health and safety for surveying buildings and sites with reference to the RICS document for Safe Surveying 2011.
2.  
To introduce the student to the concept of researching and dating of historical building styles and types for inclusion in technical reports.
3.  
To introduce the student to the concepts of measured surveying and the completion of an accurate measured survey and report of existing buildings and sites. To demonstrate how to produce a set of survey / record drawings, measured / scaled elevation drawings, technical reports & photographic surveys.
4.  
To introduce the student to the principles a condition survey and demonstrate how to create and present a condition report for an existing building.
5.  
To introduce the student to the principles and techniques required to set out a site boundary, a site grid and the foundations of a building on site.
6.  
To introduce the student to the concepts of site progress inspections, snagging/ quality control for a construction project and how to record the process.

| Assessment Breakdown             | %      |
|----------------------------------|--------|
| Continuous Assessment            | 10.00% |
| Project                          | 15.00% |
| Practical                        | 15.00% |
| End of Module Formal Examination | 60.00% |

### Continuous Assessment

| Assessment Type | Assessment Description                                                                                                                                     | Outcome addressed | % of total | Assessment Date |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------|-----------------|
| Written Report  | Create a written report that investigates the aims and objectives of site progress inspections for a construction project. Consider time cost and quality. | 1,5               | 10.00      | n/a             |

### Project

| Assessment Type | Assessment Description                                                                                                                                                                                                                                                                                                                          | Outcome addressed | % of total | Assessment Date |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------|-----------------|
| Project         | Measured survey & conditions report. Complete a measured survey and report for a given building. Prepare a series of survey sketches, drawings & photographic survey of the existing building. Produce a typed and illustrated conditions report on the building fabric. Consider the health and safety of the person carrying out the surveys. | 1,2,3             | 15.00      | n/a             |

### Practical

| Assessment Type             | Assessment Description                                                                                                                                                                                                                               | Outcome addressed | % of total | Assessment Date |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------|-----------------|
| Practical/Skills Evaluation | Site setting out. Set out a site boundary. Set out the building line. Set out the foundations for a given building. Write a report to explain each step of the process. Explain the use of profiles and boning rods. Calculate the area of the site. | 3,4,5             | 15.00      | n/a             |

### End of Module Formal Examination

| Assessment Type | Assessment Description                                                                                              | Outcome addressed | % of total | Assessment Date |
|-----------------|---------------------------------------------------------------------------------------------------------------------|-------------------|------------|-----------------|
| Formal Exam     | Final Exam. The examination will be formed by a series of questions based on the learning outcomes 1,2,3,4,5,6 & 7. | 1,2,3,4,5         | 60.00      | End-of-Semester |

**Module Workload**

| <b>Workload: Full Time</b> |                    |                                        |
|----------------------------|--------------------|----------------------------------------|
| <i>Workload Type</i>       | <i>Frequency</i>   | <i>Average Weekly Learner Workload</i> |
| Laboratory                 | 12 Weeks per Stage | 0.83                                   |
| Lecture                    | 12 Weeks per Stage | 1.67                                   |
| Practicals                 | 12 Weeks per Stage | 1.25                                   |
| Tutorial                   | 12 Weeks per Stage | 1.25                                   |
| Estimated Learner Hours    | 12 Weeks per Stage | 5.42                                   |
| Total Hours                |                    | 125.00                                 |

**Module Delivered In**

| Programme Code | Programme                                                                 | Semester | Delivery  |
|----------------|---------------------------------------------------------------------------|----------|-----------|
| CW_CMARC_B     | <a href="#">Bachelor of Science (Honours) in Architectural Technology</a> | 2        | Mandatory |
| CW_CMART_D     | <a href="#">Bachelor of Science in Architectural Technology</a>           | 2        | Mandatory |