



ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	UWE	
Teaching Institution	UWE	
Delivery Location	UWE Frenchay Campus	
Faculty responsible for programme	Faculty of Environment and Technology	
Department responsible for programme	Construction and Property	
Modular Scheme Title	Postgraduate Modular Scheme	
Professional Statutory or Regulatory Body Links	Royal Institute of Chartered Surveying accreditation Chartered Institute of Civil Engineering Surveying accreditation	
Highest Award Title	Graduate Diploma in Quantity Surveying	
Default Award Title	N/A	
Fall-back Award Title	N/A	
Interim Award Titles	Graduate Certificate in Quantity Surveying	
UWE Progression Route	N/A	
Mode(s) of Delivery	Full Time and Part Time	
Codes	UCAS:KN24012	JACS:
	ISIS2:	HESA:
Relevant QAA Subject Benchmark Statements	Construction, Property and Surveying	
CAP Approval Date	February 2016 v2.1	
Valid from	September 2013 v2 September 2016 v2.1	
Valid until Date		
Version	2.1	

Part 2: Educational Aims of the Programme

The aim of the Graduate Diploma in Quantity Surveying is to deliver a structured and professionally-accredited programme of study, which primarily provides non-cognate graduates

Part 2: Educational Aims of the Programme

with the core technical knowledge and skills to practice as competent Quantity Surveyors, who aspire to become Chartered members of the Royal Institution of Chartered Surveyors.

The educational aim is to respond to the need for effective practitioners by offering a programme which is intellectually challenging and provides a mixture of theoretical and practical learning experiences.

The programme will produce graduates for the professions of quantity surveying, commercial management, construction surveying and cost consultancy who have a broad understanding and appreciation of the processes and business of development and construction. The need to develop collaborative working is particularly relevant to the modern construction industry which has to meet the challenges of low carbon construction.

The programme will:

1. Equip graduates to play a leading role in meeting the challenges posed by changes within the quantity surveying profession and the wider construction industry and enable them to exploit the opportunities that these changes offer.
2. Develop students' intellectual, analytical and problem solving skills and encourage the development of mature and independent judgment leading to effective decision making.
3. Provide opportunities for students to gain experience and apply their developing knowledge in the context of the professional surveyor in the construction industry.
4. Enable students to identify and evaluate research and innovation needs within the profession and provide support for research and associated project work.
5. Give students an appreciation of the objectives, activities and concerns of all participants in the development of the built environment together with a broader understanding of the economic, political, technological and social factors that influence its evolution and development.
6. Engender within students an attitude towards intellectual enquiry and learning which will encourage the student to consider the award as only the first stage of a life long educational process.
7. Ensure continued professional credibility within an academically rigorous award.

Part 3: Learning Outcomes of the Programme

The programme route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
A Knowledge and understanding of how to	Teaching/learning methods and strategies:

Part 3: Learning Outcomes of the Programme

1. To demonstrate an awareness of the scope and complexity of development and construction processes and an understanding of the economic, political and social factors that shape these processes.
2. To recognise the roles and values of participants involved in the development and construction process
3. To enter the quantity surveying profession with an understanding of the challenges of opportunities offered by the professional work of the quantity surveyor at operational, tactical and strategic levels.
4. To demonstrate technical and commercial awareness of the construction industry and the resources it uses together with an appreciation of construction design and its impact on the built environment.
5. To demonstrate an understanding of the legal principles that apply to commercial law together with a critical knowledge of the principles of procurement and contract administration and their application in practice.
6. To demonstrate an understanding of the roles of all participants in the development process throughout its life cycle.
7. Contemporary construction procurement methods and their associated contractual arrangements
8. The use of IT in the construction process and its evolving strategic importance for the management of the construction process.

The development of student's knowledge and understanding will be achieved through lectures that will be supported by tutorials, seminars, studios, computer workshops, labwork and fieldwork. Students will also be expected to access a wide range of learning resources via the Blackboard and directed learning.

Formative work is an essential part of all modules, and allows the students to consolidate their knowledge and understanding, and prepare for summative assessments. Format of formative work varies and maybe essay plans, practise practical tasks, report structures, progress presentations and peer reviews.

Assessment:

Testing of knowledge and understanding is through appropriate forms of assessed coursework and examinations.

Assessed coursework includes essays, development projects, reports, portfolios, and presentations.

Examinations are normally written, both seen and unseen, but at level 3 also includes controlled assessment by oral presentation and viva.

B Intellectual Skills

B Intellectual Skills

Teaching/learning methods and strategies:

Part 3: Learning Outcomes of the Programme

By the end of the programme, the student should be able:

1. To identify and analyse the requirements of construction industry clients and recognise the importance of cost, time, quality and value throughout the whole of the life cycle of projects.
2. To analyse with confidence business and legal documentation affecting construction project.
3. To undertake research, critically evaluating business and construction information sources to support innovation and decision making.
4. To bring a broad and ethically informed perspective, including environmental and social awareness, to bear on issues relating to their subject.
5. To exercise ethical judgement based on a reflection and a synthesis of information and concepts

Intellectual skills are developed systematically through the course structure.

Modules at level 3 and level M are client focused and bring together previous learning across a range of subject areas in giving appropriate, well founded advice as the result of a thorough critical appraisal. The complexity and open-endedness of problems tackled is significantly greater in level 3 modules and helps to develop strategies for managing uncertainty and risk.

Formative work with feedback and discussion will be used to develop students' intellectual skills.

Assessment:

Research skills are assessed in relevant coursework and project based assignments that emulate, quantity surveying practice. These also require students to demonstrate their ability to interpret and synthesise different sources of information and to form balanced judgements supported by evidence in the production of documentation.

The level 3 and M level modules require students to develop their analytical skills and to balance different perspectives and values within the context of team working. The dissertation on the other hand requires students to pursue an individual piece of research. The Workbased Research project is an alternative to the dissertation and recognises that research can be successfully carried out in a work place environment. This requires students to demonstrate intellectual skills and an ability to sustain and develop their work over an extended period and is perhaps the most demanding intellectual task undertaken by the students.

C Subject, Professional and Practical Skills

C Subject, Professional and Practical Skills

Teaching/learning methods and strategies:

Part 3: Learning Outcomes of the Programme

1. To identify, manage and integrate construction and project information sources effectively and interpret, analysis and communicate qualitative and quantitative data.

2. To demonstrate competence in the economic and financial management of construction projects and in the techniques which support quantity surveying and commercial management functions.

3. To observe, describe and record accurately.

4. To apply health and safety principles.

These skills are developed in the project-based modules at all levels of the award. Within other modules (specifically at level 3) scenarios and problem solving tasks are used both in teaching and assessment to develop subject specific and professional skills.

Students will gain an appreciation of Building Information Modelling, and 3-D modelling. These are state of the art developments in construction and equipping the students for this new departure is a key skill for the students

Formative work enables the student to develop these skills supported by tutor and peer feedback.

Assessment:

Testing of subject, professional and practical skills is through appropriate forms of assessed coursework and written examinations.

Assessed coursework includes development projects, reports, portfolios, presentations and the production of documentation to professional standards.

D Transferable Skills and other attributes

Part 3: Learning Outcomes of the Programme

<p>D Transferable Skills and other attributes</p> <ol style="list-style-type: none"> 1. To communicate ideas professionally, clearly and concisely in writing and orally in order to influence people's views and actions. 2. To use management and interpersonal skills to deal with tensions, resolve conflict, negotiate tasks and build teams and an ability to communicate and negotiate effectively with clients, other professionals and commercial organisations. 3. To demonstrate a high level of expertise in the application of IT in the context of the construction industry. 4. To engage in deep learning through rigorous research. 5. To work independently and as a member of a team. 6. To work effectively with others in a range of contexts and with a broad awareness of equal opportunity issues. 	<p>Teaching/learning methods and strategies:</p> <p>IT applications are embedded in the modules throughout the programme starting with data analysis. IT teaching takes place in labs with dedicated software applications many of which have been specifically written for the construction industry such as cost planning, CAD, visualisation and project management software.</p> <p>Presentation skills are developed through the level 3 project based modules (both as an individual and as part of a team).</p> <p>Interpersonal skills are also developed within these practice modules and level 3 modules, to include the interpretation, quantification and analysis of sources of project and construction information and the preparation of reports to a professional standard.</p> <p>The development of teamwork as a skill is a particular feature of the inter-professional stream of modules in each year.</p>
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Part 4: Student Learning and Student Support

Description of Distinctive Features and Support

1. Professional recognition

This award is accredited by the Royal Institution of Chartered Surveyors (RICS) CICES Chartered Institute of Civil Engineering Surveyors and provides the full academic entry requirements for corporate membership. The RICS is the lead institution for construction professionals providing services based on quantity surveying and commercial management expertise.

2. Integrated Inter-professional ethos

Part 4: Student Learning and Student Support

A particular feature of the undergraduate programme at UWE is the interprofessional ethos that runs throughout the modular scheme. These modules enable students to pool their distinctive multi-disciplinary knowledge and skills to deliver interprofessional team-driven solutions to live projects, to consider sustainable development issues within the built environment and to encourage mutual respect for related professions. This is particularly important for the quantity surveying profession given that it has often been accused of generating conflict, rather than fostering consensus.

3. Flexible study modes and optional placement

The course is offered in 2-year full-time and 3-year part-time study modes. Full-time students normally take the placement year and many convert to part-time mode with employer sponsorship after the placement year. This, combined with the large proportion of part-time students, provides flexibility for students and ensures the strong vocational focus and relevance of the course through student and employer liaison.

4. Supported by staff with strong links to the RICS, professional practice and active in research.

The award team include quantity surveying staff who are very active in the RICS at local, national and international level, undertake professional consultancy work and are active in both professional practice and pedagogic research.

5. European / international dimension

Particularly in the level 3, studies include a European and international dimension in the students' critical analysis of UK practice and procedures. Central to this is the final year week-long study visit to continental Europe, which is closely linked to a core integrating module. This also introduces students to international career development opportunities and makes the course more attractive and worthwhile to international students.

Part 5: Assessment

Delete one of the following statements as appropriate

B: Approved variant to University Academic Regulations and Procedures

A Graduate Diploma with merit is awarded where credit in all modules at level 3 or above is achieved within the first sit or resit and where an average of at least 60% is achieved across any combination of modules at level 3 or above totalling 75 credits or more. Such modules must have been studied and assessed under the Academic Regulations and Procedures.

Assessment Strategy

The Assessment strategy enables the learning outcomes to be achieved and demonstrated. The Assessment Map demonstrates the different methods by which the students understanding is assessed.

Part 5: Assessment

Assessment Map

The programme encompasses a range of **assessment methods** including *essays, posters, presentations, written examinations*. These are detailed in the following assessment map:

Assessment Map for Graduate Diploma in Quantity Surveying and Commercial Management Full Time

		Unseen Written Exam	Seen Exam	In-class Written Test	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Modules Level 2	UBLMW C-30-2	A (50)								B (50)
	UBLMYB -30-2	A (50)						B2 (12.5)		B1 (37.5)
Modules Level 3	UBLLXW -30-3	A (50)						B (50)		
	UBLMVS -30-3					A (25)		B (75)		
Modules Level M	UBLM79 -15-M					A(20)		B(80)		
	UBLMG W-15-M					A(50)		B(50)		
	UBLMCJ -15-M					A(30)		B(70)		
	UBLM78 -15-M		A100							

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:
 level and credit requirements
 interim award requirements
 module diet, including compulsory and optional modules

Full Time

ENTRY

Year 1	Compulsory Modules	Optional Modules	Interim Awards
	UBLMVS-30-3 Commercial Management UBLLXW-30-3 International Cost Planning UBLMYB-30-2 Construction Technology and Building Services UBLMWC-30-2 QS Project	None	

Year 2	Compulsory Modules	Optional Modules	Interim Awards
	UBCMCJ-15-M Construction Contract Law UBLM79-15-M Construction Project Management Practice UBLMGW-15-M BIM in Design Co-ordination UBLM78-15-M Construction Procurement		

GRADUATION

Part time:

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

Year 1	Compulsory Modules	Optional Modules	Interim Awards
	UBLMYB-30-2 Construction Technology and Building Services		
	UBLMWC-30-2 QS Project		

Year 2	Compulsory Modules	Optional Modules
	UBLMVS-30-3 Commercial Management	

	UBLLXW-30-3 International Cost Planning	
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Year 3	Compulsory Modules	Optional Modules	Interim Awards
	UBLMCJ-15-M Construction Contract Law	None	
	UBLM79-15-M Construction Project Management Practice		
	UBLMGW-15-M BIM in Design Co-ordination		
	UBLM78-15-M Construction Procurement		

GRADUATION

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:

Students must have achieved at least a lower second class first degree together with grade c or above in GCSE Maths and English.

Part 8: Reference Points and Benchmarks

1. RICS, ICES and Malaysian Board of Quantity Surveyors accreditation

The programme is within the RICS partnership and is influenced by its requirements in relation to health and safety, professional ethics as well as those academic studies required for the APC.

The recent accreditation from the Chartered Institute of Civil Engineering Surveyors recognises the strength of the course is the related civil engineering area of practice.

The international strength of the course is recognised by the Malaysian Board of Quantity Surveyors whose stringent requirements were satisfied at a recent accreditation in 2011.

2. Research and consultancy

Members of the School teaching on the programme are active in research and professional practice, particularly in areas such as strategic facilities management, conflict management and dispute resolution, risk and value management, supply chain management, construction innovation, web-based communication and collaboration systems and pedagogic strategies for QS education and development of interprofessional skills.

Part 8: Reference Points and Benchmarks

3. The programme draws on the benchmark statements in Construction Property and Surveying as shown in the Learning Outcomes above.

4. The University and Faculty policies on teaching, learning and assessment

5. Local and national practitioner feedback

Local practitioners support the programme in a number of ways; through the employers' consortium as placement and graduate employers, as external examiners, as site visit hosts and as visiting lecturers. They provide guidance and support for the development of the programme.

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/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.