

Section 1: Basic Data

Awarding institution/body: **UWE**

Teaching institution: **UWE**

Faculty responsible for programme: **FBE**

Programme accredited by: **RICS**

Highest award title: **BSc (Hons) Quantity Surveying and Commercial Management**

Default award title: **BSc Built and Natural Environments**

Interim award title: **DipHE Quantity Surveying and Commercial Management
CertHE Quantity Surveying and Commercial Management
BSc Built and Natural Environments**

Modular scheme title: **Undergraduate Modular Scheme**

UCAS codes: **K280**

QAA subject benchmarking group(s): **Building and Surveying**

Valid until:

Valid from: **2002 (replacing BIC)**

Authorised by: **UG Modular Scheme Director** Date:

Version code: **2**

Version year: **2005**

Section 2: Educational aims of the programme

The award 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 award 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 judgement 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.

Section 3: Learning outcomes of the programme

A: Knowledge and understanding

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

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.

Teaching/learning methods and strategies

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 Faculty intranet 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

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

Teaching/learning methods and strategies

Intellectual skills are developed systematically through the course structure. Modules at level 1 are addressing fundamental principles and concepts associated mainly with cross faculty themes. These are largely developed largely traditional means of lectures, labwork and tutorials which offer the opportunities for discussion and reflection.

Modules at level 2 are addressing issues of practice and application. Students will therefore have to apply their knowledge to new situations. Work undertaken will need to respond to a correctly interpreted brief, require appropriate research, analysis and recommendation. Research skills at developed within the second year Inter-professional module and applied to the Dissertation at level 3.

Modules at level 3 are client focused and bring together previous learning across a range 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 multi-disciplinary module requires 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. 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.

The level 3 Experiential Learning modules require those on the part time mode of delivery to reflect and critically evaluate workbased and project based issues.

C: Subject, Professional and Practical Skills

<p>By the end of the programme, the student should be able:</p> <ol style="list-style-type: none">1. To identify, manage and integrate construction an project information sources effectively and interpret, analysis and communicate qualitative and quantitative data.2. To emonstrate 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 accurately4. To apply health and safety principles	<p>Teaching/learning methods and strategies</p> <p>These skills are developed in the project-based modules at all levels of the award. Within other modules (specifically at level 2 and 3) scenarios and problem solving tasks are used both in teaching and assessment to develop subject specific and professional skills.</p> <p>Formative work enables the student to develop these skills supported by tutor and peer feedback.</p> <p>Both the Experiential Learning modules and the industrial placement require the student to reflect on professional practice and procedures as well as identifying the competences and knowledge to support these skills.</p> <p>Assessment</p> <p>Testing of subject, professional and practical skills is through appropriate forms of assessed coursework and written examinations.</p> <p>Assessed coursework includes development projects, reports, portfolios, presentations and the production of documentation to professional standards.</p> <p>The industrial placement is assessed on a pass/fail basis, and feedback from employers contributes to the assessment.</p>
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D: Transferable skills and other attributes

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

1. To communicate ideas professionally, clearly and consisely in writing and orally in order to influence people's view 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 commerical organisations.
3. To demonstrate a high level of expertise in the application of ICT 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 arange of contexts and with a broad awareness of equal opportunities issues.

Teaching/learning methods and strategies

Presentation skills are developed within the inter-professional module Process of Development and then practiced and refined through the level 2 and level 3 project based modules (both as an individual and as part of a team).

ICT 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.

The development of teamwork as a skill is a particular feature of the inter-professional stream of modules in each year.

The industrial placement also enables the student to develop these skills within the professional context.

Assessment

Clarity of written presentation and ideas is assessed formally at level 1 as are other transferable skills such as oral presentations and report writing. For level 2 and 3, the assessment of these skills is embedded in assessment of other learning outcomes in accordance with faculty assessment criteria.

The inter-professional modules and the level 2 and 3 project based modules assess oral presentations and team working.

The industrial placement assessment requires the employer to comment on the students' transferable skills.

Section 4: Programme structure

FIGURE 1: AWARD STRUCTURE DIAGRAM

BSc(Hons) QUANTITY SURVEYING & COMMERCIAL MANAGEMENT (formerly BSc(Hons) Business in Construction)

Recommended Routeway for FT Students

YEAR 1

SEM 1	Business Economics & Management for Construction UBIL6Y-20-1	Introduction to Law & Construction Contracts UBCL7B-20-1	QS Practice & Procedures UBCLBS-20-1	Environments & Construction Materials UBCLC5-20-1	Construction Technology A UBCLCX-20-1	Process of Development UBIL7S-10-1	Data & Analysis UBCLBY-10-1
SEM 2							

YEAR 2

SEM 1	Construction Procurement & Contract Administration B UBCLFT-20-2	Development & Design Economics UBCLCC-20-2	Business Structures & Behaviour for Construction & Property UBCLCD-20-2	Construction Technology B UBCLCF-20-2	Project Information & Measurement UBCLCQ-20-2	Building Services UBCLCA-10-2	
SEM 2							Inter-professional Development Project UBIL76-10-2

OPTIONAL PLACEMENT

YEAR 3

SEM 1	Dissertation A UBILF3-20-3 OR	Strategic Cost Planning UBCL58-20-3	Project & Conflict Management UBCLDG-20-3	Shared Elective	Construction Economics & Cost Modelling UBCLD8-20-3	Management Strategies UBCL4F-10-3	Inter-disciplinary Issues UBIL4N-10-3
SEM 2	Project A UBCL4L-20-3			Shared Elective			

BSc(Hons) QUANTITY SURVEYING AND COMMERCIAL MANAGEMENT

Recommended Routeway for Part Time Day Release Students

PT 1.1

SEM 1	Environments & Construction Materials UBCLC5-20-1	Construction & Technology A UBCLBX-20-1	Process of Development UBIL75-10-1	Data & Analysis UBCLBY-10-1
SEM 2				

PT 1.2

SEM 1	QS Practice & Procedures UBCLBS-20-1	Business Economics & Management for Construction UBIL6Y-20-1	Introduction to Law & Construction Contracts UBCL7B-20-1
SEM 2			

PT 2.1

SEM 1	Construction Technology B UBCLCF-20-2	Construction Procurement & Contract Administration B UBCLFT-20-2	Project Information & Measurement UBCLCQ-20-2	Experiential Learning (Professional) UBILJE-20-2
SEM 2				

PT 2.2

SEM 1	Development & Design Economics UBCLCC-20-2	Business Structures & Behaviour for Construction & Property UBCLCD-20-2	Management Strategies UBCL4F-10-3	Building Services UBCLCA-10-2	Experiential Learning (QS) B UBCL4S-20-3
SEM 2					

PT 3

SEM 1	Strategic Cost Planning UBCL58-20-3	Project & Conflict Management UBCLDG-20-3	Construction Economics & Cost Modelling UBCLD8-20-3	Dissertation A UBILF3-20-3
SEM 2				OR Project A UBCL4L-20-3

The programme can be taken on a full-time basis over three years, as a sandwich programme over four years or by part-time day release study over five years.

Students completing 200 credits are eligible to spend a year in placement employment. On successful completion they will receive placement credit.

The Award is structured around six subject themes that reflect the curriculum recommended in the QAA Benchmark Statement and which develop through the award. These are:

1. Measurement and evaluation, both quantitatively and qualitatively, of the factors of construction with significant cost and value implications throughout the project life cycle
2. Economic theory applied to construction, including resource allocation models and valuation techniques; financial management, cost planning, construction industry and design economics, commercial and business management
3. Management of projects from conception to realisation, including human and financial resources and organisational processes; risk and value management
4. Law relating to the use and development of land, and in particular construction contract law; project procurement, dispute resolution, health and safety, construction regulations, related construction statutes and best practice guidance

5. Construction technology and design, performance and recycling of buildings, including aspects of civil engineering and building services, sustainable construction
6. Interprofessional understanding, collaboration and teamwork and IT support systems

Throughout the following description the term "quantity surveyor" is used in a generic sense to represent any professional who might qualify through the Construction Faculty of the RICS, whether practising as a construction surveyor / cost consultant / economist or commercial manager.

Measurement

This is a major part of one of three core level 3 competencies identified in the RICS Assessment of Professional Competence for members of the Construction Faculty. The quantity surveyor's core expertise is being able to identify, quantify and evaluate the cost significant features of construction. The study of this subject aims to develop a logical, methodical and rigorous analysis of complex and unique constructs; in the process, understanding and translating spatial information from the design team into a text and numeric based form capable of economic analysis and incorporation into construction contracts.

To do this, quantity surveyors need to develop a sound appreciation of how buildings are designed and constructed, with some appreciation of how they work and respond to change. The trend towards performance specifications requires them to appreciate the performance needs of a particular building or component and the extent to which these are being met.

The following modules combine to provide the competencies needed within this theme:
BIC Project, Data and Analysis, Project Information and Measurement, European Integrating Project and Construction Economics and Business Development

Economics & business

This is a major part of one of three core level 3 competencies identified in the RICS Assessment of Professional Competence for members of the Construction Faculty and the business focus reflects a growing professional recognition of the need for commercial awareness and an understanding of the business case for construction.

All surveying disciplines are charged with the responsibility to ensure that precious resources are managed efficiently. In quantity surveying, the move from: tender selection based on lowest price competitive tendering to: best value and partnering has emphasised the importance of understanding the economic and business environment of construction as well as the economic factors of production.

A sound business case is often needed to promote the redevelopment, and appropriate management, of land and property. This requires an understanding of the wider implication of policies set at a macro level and the more immediate microeconomic of day-to-day business activity. The economics of development need to be understood alongside the financial forecast of capital and revenue implications of alternative design strategies. This study also raises the importance of understanding appropriate professional and ethical conduct, particularly when providing independent advice.

The following modules provide the economics and business perspective:
Business Economics & Management for Construction, Business Structures and Behaviour for Construction and Property, Business Development Project, European Integrating Project and Construction Economics and Business Development.

Management of projects

This is a major part of one of the three core level 3 competencies identified in the RICS Assessment of Professional Competence for members of the Construction Faculty. For quantity surveyors, this closely links with the previous subject of economics and business, in that the management of projects has a particular emphasis on providing the right environment to facilitate the effective delivery of good financial and commercial management.

In managing resources efficiently all surveyors need to be aware of the issues surrounding sustainability. Conflict between the commercial or personal interests of a company or individual and that of society represent a considerable tension. Whilst each situation will differ it is essential that surveyors are aware of increasing pressures to find a more sustainable outcome to development needs.

The following modules provide the management perspective:

Business Economics & Management for the Built Environment, Business Structures and Behaviour for Construction and Property, Construction Procurement and Contract Administration, Management Strategies, Project and Conflict Management

Law and construction contracts

This is one of the three core level 3 competencies identified in the RICS Assessment of Professional Competence for members of the Construction Faculty. The statutory frameworks within the construction and property sectors are responsible for, or impact upon, the majority of work undertaken by quantity surveyors. In undertaking the commercial management of construction projects, the quantity surveyor has to prepare tender and contract documents, undertake the financial management and / or administration of contracts and provide advice on procurement, including the avoidance and resolution of conflict. Studies also develop an appreciation of the importance of professional and ethical codes of conduct.

The legislative framework impacts upon most modules but is particularly developed through: Introduction to Law & Construction Contracts, BIC Project, The Process of Development, Construction Procurement and Contract Administration, Project and Conflict Management.

Construction Technology

This is a core level 2 competency identified in the RICS Assessment of Professional Competence for members of the Construction Faculty and is an essential co-requisite with Measurement. The quantity surveyor needs a good understanding of Construction Technology in order to efficiently and effectively undertake the measurement process and analysis. Thus the subject study concentrates on understanding both the product and the process of construction as a pre-requisite to identifying the cost significant features of construction. Civil engineering and building services provides significant market opportunities for students to specialise in their career development; building services has also been identified as a significant proportion of construction projects where there has been relatively weak financial management. The course introduces aspects of civil engineering associated with buildings infrastructure.

Interprofessional

The diversity of quantity surveying services demands a comprehensive knowledge of the process of development and the actors within it. Quantity surveyors undertake roles that engage at all points of the process from inception to obsolescence. Project Management is typical of the tasks undertaken where the knowledge and team working skills provided in the interprofessional modules are applied. The Faculty programme has a declared interprofessional ethos in the way that it brings a comprehensive and diverse range of programmes together.

Interprofessional understanding, mutual respect and collaborative team working is particularly developed through:

The Process of Development, The Interprofessional Development Project, Interdisciplinary Issues. The integrated nature of the programme and the inclusion of shared electives also serve to develop the connected thinking that is essential in practice.

It is recognised for part-time students that much of this learning is developed through the workplace and the programme is structured to allow credit for this. Thus part-time students take the level 1 module Process of Development, but thereafter take 40 credits of experiential learning modules in place of interprofessional and shared elective modules.

Student choice is provided with the inclusion of two shared electives within the final year of the full time programme.

At level 3 the 20-credit dissertation or project will give student choice within a relevant area and test the ability to develop a rigorous academic investigation. The level 3 Interprofessional Issues module also provides an element of choice within an overall sustainable development theme.

The overall structure of the award is designed to provide a clear and logical framework within which to develop these themes:

Level One: Fundamental Principles and Concepts

Modules studied in the first year all provide a foundation for later work. At level one these principles

and concepts are often shared with other built environment awards on an “as needs” basis, whilst identifying the particular course identity through the BIC Project.

Level Two: Practice and Application

Much of the work studied at level 1 is developed and applied to more quantity surveying related work within level 2 modules, as exemplified by the Project Information and Measurement. Sharing, although substantially less is now focused towards Construction Management. Business Development Project is shared with the Business in Property surveying award.

The move towards practice and application in year two serves as a preparation for those entering the sandwich year and provides a platform for level 3 studies.

Level Three: Analysis, Synthesis and Scholarly Judgement

Modules at level 3 serve to bring together the knowledge and skills acquired previously into a new, broader, context. With the exception of the shared elective modules, all of the work undertaken has a quantity surveying context. Modules are both broadening (eg. European Integrating Project and Management Issues) and deepening (eg. Construction Economics and Business Development) and engage students in complex issues that require considerable analysis and judgement in finding a valid, well-supported outcome.

Core modules	Optional modules	Target Award																																
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Section 5: Entry requirements

Students must have achieved a grade c or above in GCSE Maths and English.

See also the Standard faculty entry requirements apply.

Applicants with a relevant HNC/HND may have their credit recognised so that they can enter directly into year 2 of the FT routeway or year 2.1 of the part-time routeway. This is subject to their meeting the threshold standards required by the RICS.

Section 6: Assessment Regulations

The latest version of the University Modular Assessment Regulations apply to this programme.

Assessment regulations for the optional placement are set out in Volume 1 of the Modular Scheme documentation and may be accessed via the link within the Programme Structure above.

Section 7: Student learning: distinctive features and support

1. Professional recognition

This award is accredited by the Royal Institution of Chartered Surveyors (RICS) 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.

3. Integrated Inter-professional ethos

A particular feature of the undergraduate programme at UWE is the interprofessional ethos that runs throughout the modular scheme. This provides a platform for interprofessional teamworking at each of the 3 levels. 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 3-year full-time, 4-year sandwich and 5-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.

6. Student choice

The two shared elective modules provide the opportunity for students to choose from a wide range of Faculty modules and foreign language studies.

Section 8: Reference points/benchmarks

1. RICS 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.

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.

2. The Building and Surveying benchmark statement, including the following defining principles:

a) "Building and surveying is concerned with the nature, measurement (including measures of cost, value, worth, natural resource, energy etc) and the use and management of land, including the resource base of land, marine and built assets. This includes the ongoing processes of their evaluation, development, redevelopment, maintenance and management and the solution of related multi faceted problems."

b) "Building and surveying seeks to understand the impact of changing social, economic (including financial), legal, cultural, environmental, technological and political frameworks on the built and natural environment. This understanding looks to the local, national, European and global context, embracing social, economic and environmental sustainability."

c) "The subject area reflects cultural and social values and has a powerful effect upon the lives of individuals and society as a whole. The processes involved in the production, occupancy and management of the built environment and natural environment are generally labour intensive and complex in human terms. Hence the study of building and surveying should develop an awareness of health, safety and ethical responsibilities and a set of positive social values recognising the diverse needs and requirements of all stakeholders."

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

4. Local and national practitioner feedback

Local practitioners support the programme in a number of ways; through the employers' liaison group, 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.