



ACADEMIC SERVICES

PROGRAMME SPECIFICATION	
Part 1: Basic Data	
Awarding Institution	UWE
Teaching Institution	UWE
Delivery Location	
Faculty responsible for programme	Faculty of Environment and Technology
Department responsible for programme	Construction and Property
Modular Scheme Title	Undergraduate Modular Scheme
Professional Statutory or Regulatory Body Links <i>Name of PSRB</i> <i>Type of approval</i> Dates	RICS BQSM CICES CIOB
Highest Award Title	BSc (Hons) Quantity Surveying and Commercial Management
Default Award Title	
Interim Award Titles	BSc Quantity Surveying and Commercial Management DipHE Quantity Surveying and Commercial Management CertHE Quantity Surveying and Commercial Management
UWE Progression Route	
Mode(s) of Delivery	Full time, Sandwich, Part Time
Codes	UCAS:KN21 ISIS2:KN21 KN21 (SW): KN2113 (FT/PT)
	JACS: HESA:
Relevant QAA Subject Benchmark Statements	Construction, Property and Surveying
CAP Approval Date	4 June 2015 v1.3, July 2015 v2; February 2016 v2.1
Valid From	September 2016 v2.1
Valid until Date	September 2018
Version	v2.1

Part 2: Educational Aims of the Programme

The aim of the Quantity Surveying and Commercial Management 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	
<p>A Knowledge and understanding of how to</p> <p>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.</p>	<p>Teaching/learning methods and strategies:</p> <p>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</p>

Part 3: Learning Outcomes of the Programme

<p>2. To recognise the roles and values of participants involved in the development and construction process</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6. To demonstrate an understanding of the roles of all participants in the development process throughout its life cycle.</p> <p>7. Contemporary construction procurement methods and their associated contractual arrangements</p> <p>8. The use of IT in the construction process and its evolving strategic importance for the management of the construction process.</p>	<p>access a wide range of learning resources via the Blackboard and directed learning.</p> <p>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.</p> <p>Assessment:</p> <p>Testing of knowledge and understanding is through appropriate forms of assessed coursework and examinations.</p> <p>Assessed coursework includes essays, development projects, reports, portfolios, and presentations.</p> <p>Examinations are normally written, both seen and unseen, but at level 3 also includes controlled assessment by oral presentation and viva.</p>
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B Intellectual Skills

<p>B Intellectual Skills</p> <p>By the end of the programme, the student should be able:</p> <p>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.</p> <p>2. To analyse with confidence business and legal documentation affecting construction project.</p> <p>3. To undertake research, critically evaluating</p>	<p>Teaching/learning methods and strategies:</p> <p>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 traditional means of lectures, labwork and tutorials which offer the opportunities for discussion and reflection.</p> <p>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</p>
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Part 3: Learning Outcomes of the Programme

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

correctly interpreted brief, require appropriate research, analysis and recommendation. Research skills are developed within the second year Professional Practice for the Built Environment Professional module and applied to the Dissertation and Workbased Research Project at level 3.

Modules at level 3 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 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.

The level 3 Workbased 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>C Subject, Professional and Practical Skills</p> <ol style="list-style-type: none"> 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. 	<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>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</p> <p>Formative work enables the student to develop these skills supported by tutor and peer feedback.</p> <p>Both the WorkBased 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>
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D Transferable Skills and other attributes

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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.

Teaching/learning methods and strategies:

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.

Presentation skills are developed within the QS Practice & Procedures module and then practised and refined through the level 2 and level 3 project based modules (both as an individual and as part of a team).


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.

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.

Part 4: Programme Structure: Full Time


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

<p>ENTRY</p> 	<p>Year 1</p>	<p>Compulsory Modules</p> <p>UBLMVT-30-1 QS Practice and Procedures</p> <p>UBLMPC-30-1 Law, Economics and Management</p> <p>UBLMSS-30-1 Building Science</p> <p>UBLMYS-30-1 Construction Technology and Services</p>	<p>Optional Modules</p>	<p>Interim Awards</p> <p>Other requirements</p> <p>CertHE Quantity Surveying and Commercial Management</p> <p>120 credits with at least 100 at level 1 or above</p>
	<p>Year 2</p>	<p>Compulsory Modules</p> <p>UBLMWC-30-2 QS Project</p> <p>UBLMRT-30-2 Procurement and Contract Practice</p> <p>UBLMYB-30-2 Construction Technology and Building Services</p> <p>UBLMXS-15-2 Development and Design Economics</p> <p>UBLMGJ-15-2 Professional Practice for the Built Environment Professional</p>	<p>Optional Modules</p>	<p>Interim Awards</p> <p>Other requirements</p> <p>DipHE Quantity Surveying and Commercial Management</p> <p>240 credits with at least 100 at level 2 and a further 120 credits at level 1 or above</p>
	<p>Year Out: UBLMG4-15-3 Workbased Research Project</p> <p>Students who select to study through a placement are not required to study the module UBLMNE-15-3 Collaborative Practice in their final year of attendance.</p>			

Year 3	Compulsory Modules	Optional Modules	Interim Awards
	UBLLXW-30-3 International Management Cost	UBLMNE-15-3 Collaborate Practice	Other requirements
	UBLMVS-30-3 Commercial Management	OR	BSc Quantity Surveying and Commercial Management
	UBLMPS-15-3 Advanced Quantity Surveying	UBLMG4-15-3 Workbased Research Project	300 credits with at 60 credits at level 3, a further 100 credits at level 2 or above and a further 120 at level 1 or above
	UBLLYV-30-3 Dissertation		

Part 4: Programme Structure

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

ENTRY 	Year 1.1	Compulsory Modules UBLMSS-30-1 Building Science UBLMYS-30-1 Construction Technology and Services	Optional Modules	
	Year 1.2	Compulsory Modules UBLMVT-30-1 QS Practice and Procedure UBLMPC-30-1 Law, Economics and Management	Optional Modules	Interim Awards Other Requirements CertHE Quantity Surveying and Commercial Management 120 credits with at least 100 at level 1 or above

Year 2.1	Compulsory Modules UBLMWC-30-2 QS Project UBLMYB-30-2 Construction Technology and Building Services UBLMQT-15-2 Procedures & Practice (WBL)	Optional Modules	
Year 2.2	Compulsory Modules UBLMRT-30-2 Procurement and Contract Practice UBLMG4-15-3 Workbased Research Project UBLMXS-15-2 Development and Design Economics UBLMPS-15-3 Advanced Quantity Surveying	Optional Modules	Interim Awards Other Requirements DipHE Quantity Surveying and Commercial Management 240 credits with at least 100 at level 2 and a further 120 credits at level 1 or above
Year 3	Compulsory Modules UBLLXW-30-3 International Cost Management UBLMVS-30-3 Commercial Management UBLLYV-30-3 Dissertation	Optional Modules	Interim Awards Other requirements BSc Quantity and Commercial Management 300 credits with at 60 credits at level 3, a further 100 credits at level 2 or above and a further 120 at level 1 or above

GRADUATION

Part 5: Entry Requirements

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

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

.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 1.2 or 2.1 of the part-time routeway (depending on merits achieved in their second year of Higher National Study). This is subject to their meeting the threshold standards required by the RICS.

Part 6: Assessment

Approved to University Regulations and Procedures

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 **BSc Quantity Surveying and Commercial Management Full Time**

		Type of Assessment*									
		Unseen Written Exam	Seen Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 1	UBLMVT-30-1	A (40)						B (60)			
	UBLMPC-30-1	A (50)							B (50)		
	UBLMSS-30-1	A (50)							B (50)		
	UBLMYS-30-1	A (50)		B1 (12.5)					B2 (37.5)		
Compulsory Modules Level 2	UBLMWC-30-2	A (50)									B (50)
	UBLMRT-30-2	A (50)							B (50)		
	UBLMYB-30-2	A (50)							B2 (12.5)		B1 (37.5)
	UBLMXS-15-2	A (100)									
Compulsory Modules Level 3	UBLMGJ-15-2							A(50)			A(50)
	UBLLXW-30-3	A (50)							B (50)		
	UBLMVS-30-3						A (25)		B (75)		

Part 6: Assessment

	UBLMPS-15-3		A (100)							
	UBLLYV-30-3								A (100)	
Optional Modules Level 3	UBPMNE-15-3					A1 25 A(25)			B (75)	A2 75
	UBLMG4-15-3									

Assessment Map for *BSc Quantity Surveying and Commercial Management Part Time*

		Type of Assessment*									
		Unseen Written Exam	Seen Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Level 1.1	UBLMSS-30-1	A (50)		B1 (12.5)					B2 (37.5)		
	UBLMYS-30-1	A (50)							B (50)		
Level 1.2	UBLMVT-30-1	A (40)						B (60)			
	UBLMPC-30-1	A (50)							B (50)		
Level 2.1	UBLMWC-30-2	A (50)									B (50)
	UBLMYB-30-2	A (50)							B2 (12.5)		B1 (37.5)
	UBLMQT-15-2								A (100)		
Level 2.2	UBLMXS-15-2	A (100)									
	UBLMRT-30-2	A (50)							B (50)		
	UBLMG4-15-3						A (25)		B (75)		
Level 3	UBLLXW-30-3	A (50)							B (50)		
	UBLMVS-30-3						A (25)		B (75)		
	UBLLYV-30-3									A (100)	
Optional Modules Level 3											

Part 7: Student Learning

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BSc (hons) Quantity Surveying and Commercial Management programme teaching is a mix of scheduled, independent and placement learning.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices made.

Placement learning: Students on the Sandwich route take a practice placement. The part time programme also provides for recognition of practice experience through work based learning.

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

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 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

Part 7: Student Learning

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 dissertation also allows for student choice.

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.

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

Part 8: Reference Points and Benchmarks

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.