PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	University of the West of England, Bristol	
Teaching Institution	University of the West of England, Bristol	
Delivery Location	Frenchay Campus, Bristol	
Faculty responsible for programme	Environment and Technology	
Department responsible for programme	Construction and Property	
Modular Scheme Title	Undergraduate Modular Scheme	
Professional Statutory or Regulatory Body Links	RICS 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, with Foundation year	
Codes	**UCAS:KN21** **ISIS2:KN21** KN2C (wfy-SW): KN2C13 (wfy-FT)	**JACS:** **HESA:**
Relevant QAA Subject Benchmark Statements	Construction, Property and Surveying	
CAP Approval Date	7 March 2018	
Valid From	September 2018	
Version	2	

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.

Part 2: Educational Aims of the Programme

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 focus of the foundation year (level 0) is on the acquisition both of appropriate academic skills and relevant subject knowledge to allow students to develop and progress through levels 1, 2 and 3 in relation to knowledge and understanding, cognitive, subject specific and study skills.

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 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	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 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

Part 3: Learning Outcomes of the Programme	
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 thier 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 it evolving strategic importance for the management of the construction process.	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 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 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 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

Part 3: Learning Outcomes of the Programme	
	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	
C Subject, Professional and Practical Skills 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.	Teaching/learning methods and strategies: 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. 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. 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.

Part 3: Learning Outcomes of the Programme	
	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	
D Transferable Skills and other attributes 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

	Year 1 (level 0)	**Compulsory modules** UBLMLR-30-0 Context of Design and Development UBLMMA-15-0 Building a Professional UBGMNR-15-0 Challenges Data and Solutions UBGMPR-30-3 Environment and Sustainability UBLMPA-30-0 Foundation Year Project	**Optional modules** None	**Interim Awards** 120 credits at Level 0 Successful completion of all level 0 modules required to permit progression to level 1.
ENTRY ↓	Year 2 (level 1)	**Compulsory Modules** **UBLMVT-30-1** QS Practice and Procedures **UBLMPC-30-1** Law, Economics and Management **UBLMSS-30-1** Building Science **UBLMYS-30-1** Construction Technology and services	**Optional Modules** None	**Interim Awards** **CertHE Quantity Surveying and Commercial Management** Credit Requirements: 240 credits At least 100 credits at level 1 or above. 120 credits at level 0
	Year 3 (level 2)	**Compulsory Modules** **UBLMWC-30-2** QS Project **UBLMRT-30-2** Procurement and Contract Practice **UBLMYB-30-2** Construction Technology and Building Services **UBLMXS-15-2** Development and Design Economics **UBLMGJ-15-2** Professional Practice for the Built Environment Professional	**Optional Modules**	**Interim Awards** **DipHE Quantity Surveying and Commercial Management** Credit requirements: 360 credits At least 100 credits at level 2 or above. At least 120 credits at level 1 or above. 120 credits at level 0.
	Year Out: UBLMG4-15-3 Workbased Research Project. 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.			

	Year 4 (Level 3)	**Compulsory Modules** **UBLLXW-30-3** International Cost Management **UBLMVS-30-3** Commercial Management **UBLMPS-15-3** Advanced Quantity Surveying **UBLLYV-30-3** Dissertation	**Optional Modules** **UBLMNE-15-3** Collaborate Practice OR **UBLMG4-15-3** Workbased Research Project	**Interim Awards** **BSc Quantity Surveying and Commercial Management** Credit requirements: 420 credits At least 60 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0. **Target/Highest Award** **BSc(Hons) Quantity Surveying and Commercial Management** Credit requirements: 480 credits At least 100 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.

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.

Tariff points as appropriate for the year of entry - up to date requirements are available through the courses database

Part 6: Assessment

Approved to University Regulations and Procedures

It is the Award Board's responsibility to determine whether the student's attainment at level 0 is sufficient to progress to level 1.

Part 7: Student Learning

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

Part 7: Student Learning

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

The foundation year is common with a number of other construction and property programmes which allows the flexibility for students to transfer between programmes in this subject area as is most appropriate to their emergent subject and/or their professional interests.

1. Professional recognition

   Confirmation of accreditation for this integrated programme is being sought

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 four-year full-time or five-year sandwich study modes.

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

Part 7: Student Learning

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

Confirmation of accreditation for this integrated programme is being sought

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

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.

FOR OFFICE USE ONLY

First CAP Approval Date	**November 2016**			
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Date of last Periodic Curriculum Review				