Section 1: Basic Data

Awarding institution/body:	**UWE**
Teaching institution:	**UWE**
Faculty responsible for programme:	**FBE**
Programme accredited by:	**RICS**
Highest award title:	**Graduate Diploma Quantity Surveying**
Default award title:	**Graduate Diploma Quantity Surveying Studies**
	Graduate Certificate Quantity Surveying
Interim award title:	
Modular scheme title:	**FBE Postgraduate Modular Scheme**
UCAS codes:	
QAA subject benchmarking group(s):	**Building and Surveying**
Valid until:	
Valid from:	**2004**
Authorised by:	**PG Modular Scheme Director** Date:
Version code:	**1**
Version year:	**2005**

Section 2: Educational aims of the programme

The Faculty currently runs two vocational degree courses accredited by the Royal Institution of Chartered Surveyors designed for quantity surveyors: the BSc Honours Quantity Suverying and Commercial Management at undergraduate level and the MSc/PGDip Construction Project Management at postgraduate level for professional development of cognate professionals in construction. The Graduate Dilpoma Quantity Surveying completes the portfolio by providing an accredited degree for non-cognate graduates to enter the profession as proposed by the Education Task Force Final Report July 1999 "Investing in Futures". In satisfying the requirements of the RICS, the Graduate Diploma Quantity Surveying requires additional credits compared to the standard UWE Graduate Diploma, hence students who obtain 120 credits at level 1 or above, of which not less than 40 are at level 3 or above may be awarded the default award of Graduate Diploma Quantity Surveying Studies, which is not professionally accredited.
The academic focus of the Graduate Diploma is on the development of core quantity surveying knowledge and skills. The aim is to ensure sound technical knowledge and management skills, within a broad appreciation of value for money in construction and sustainable development.

The general aims of the programme are:
• to provide a coherent programme of study in quantity surveying, underpinned by staff research and consultancy
• to provide a programme that is firmly rooted in the needs of professional practice and enables students to become effective professional surveyors in the construction industry
• to develop a programme that offers varied and flexible patterns of study, well suited to students and their employers
• to provide a programme that is academically challenging and encourages students to develop the capacity for independent, analytical and reflective thought and judgement
• to 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.

The specific aims are to:
• encourage students to examine the link between theoretical concepts, research outputs and the practice of quantity surveying
• develop students' academic skills within a professionally defined framework in order to deepen knowledge in those fields regarded as core to the quantity surveyor, namely: construction technology, measurement, law, economics, procurement and contract management
• develop students' understanding of the multi-disciplinary and multi-professional nature of the context in which quantity surveyors practice their profession
• encourage the development of transferable skills such as investigation, problem-solving, logical and systematic data analysis, information management, sustainable decision making, evaluation, teamworking, interprofessional collaboration and effective communication
• develop an understanding of the importance of academic rigour, and its application to the workplace.

Section 3: Learning outcomes of the programme

A: Knowledge and understanding

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
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 partcipants 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 partcipants in the development process throughout its life cycle.	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 and M also includes controlled assessment by oral presentation and viva.

B: Intellectual skills

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
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 projects. 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, given that as non-cognate graduates, students can be expected to have addressed fundamental principles and concepts and to bring a cross-displinary dimension to their studies. 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 particularly developed within the level 2 Project Information and Management, through level 3 with Construction Economics and Cost Modelling and applied in the Project Management Practice. Modules at level 3 and M 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 and M 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 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

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
1. To identify, manage and integrate construction an 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 (at all three levels) scenarios and problem solving tasks are used both in teaching and assessment to develop subject specific and professional skills. Formative work enables the student to develop these skills supported by tutor and peer feedback. The Experiential Learning module requires the student to reflect on professional practice and procedures as well as identifying the competences and knowledge to support these skills. **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

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
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 commercial 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 a range of contexts and with a broad awareness of equal opportunities issues.	Presentation and teamwork skills developed within the first degree are practised and refined through the level 2, 3 and M project based modules (both as an individual and as part of a team). ICT Skills are also developed within these practice modules, to include the interpretation, quantification and analysis of sources of project and construction information and the preparation of reports to a professional standard. **Assessment** The assessment of these transferable skills is embedded in the assessment of other learning outcomes in accordance with faculty assessment criteria.

Section 4: Programme structure

Core modules

Level 2
UBCLFT-20-2: Construction Procurement and Contract Administration B (20)
UBCLCF-20-2: Construction Technology B (20)
UBCLCQ-20-2: Project Information & Measurement (20)
Level 3
UBCLD8-20-3: Construction Economics and Cost Modelling (20)
UBCLDG-20-3: Project and Conflict Management (20)
UBCL58-20-3: Strategic Cost Planning (20)
Level M
UBCM78-15-M: Construction Procurement Management B (15)
UBCM79-15-M: Construction Project Management Practice B (15)
UBCM7A-15-M: Construction Project Management Principles (15)
UBCM7B-15-M: Organisational Structures and Behaviour B (15)

Target Award

Graduate Diploma Quantity Surveying

180 credits, comprising 60 credits at level 2, 60 credits at level 3 and 60 credits at level M

Default Award

Graduate Diploma Quantity Surveying Studies

Interim Awards

Graduate Certificate Quantity Surveying

60 credits at level 1 or above, of which at least 40 credits must be at level 3 or above

Section 5: Entry requirements

5.1. Academic
Applicants normally will have obtained at least a 2:2 degree from a recognised institution.

The RICS has confirmed that it will permit graduates from cognate programmes such as Construction Management, Building Surveying and related programmes in the built environment, to receive AL for up to 60 credits at level 2.

The RICS has also confirmed that it will permit graduates from non accredited programmes in quantity surveying to receive AL for up to 60 credits at level 2, or to undertake the final year of an accredited undergraduate programme.

5.2. Pre Enrolment Learning Programme (PEL)
In addition to the above, applicants will be required to demonstrate competency in the areas of study set out below:

- Domestic building construction
- The fundamentals of English Law
- Materials science
- Environmental science
- Economics

It is recognised that applicants without prior knowledge of these fundamental areas may have difficulty in assimilating the level 2 material, hence a package of study will be required in all subjects where competency cannot be demonstrated. This package is shared with the Graduate Diploma in Building Surveying.

Staff support will be available and a one-day preparatory workshop will be held to prepare applicants for a Viva, which, together with a submitted portfolio of answers to set questions will form the assessment for admission to the programme.

Section 6: Assessment Regulations

The University Modular Assessment Regulations will apply to this programme.

Section 7: Student learning: distinctive features and support

1. Existing learning skills
Normally students applying to the programme will have already studied at undergraduate level and will have developed a range of learning skills and strategies. They may have consolidated their learning with practical experience in a range of areas. One of the distinctive features of this programme is to build on skills already demonstrated and to apply them to the principles and practice of the profession of Quantity Surveying.

2. Conversion programme

The programme is an accelerated one, requiring students to assimilate a wide range of subject material and to develop core skills within a relatively short space of time. In order to undertake the 120 credits comprising the full-time or part-time component, students will be taught alongside level 2 and level 3 undergraduate students studying the same modules.

3. Supported by open learning

The M level stage is by 'open learning', which involves attendance for short blocks with support material for independent study. Students are encouraged to develop learning strategies appropriate to level M.

4. Inter-professional context

A distinctive feature of the faculty is the inter-professional ethos. Most undergraduate modules are shared with at least one other programme. All M level modules are shared with Masters' students (mainly mid-career professionals) from a variety of backgrounds.

5. Full and part time modes of attendance

Students can attend the taught programme on a full time or part-time basis as set out in the programme structure.

6. Support whilst on the programme

The programme leader will manage the day to day operation of the programme and liaise with module leaders in order

to ensure that modules are delivered in accordance with agreed content and timetables. In addition, the programme leader will act as personal tutor to the student cohort. The programme leader will be assisted by award (programme) advisers at both undergraduate and postgraduate levels who will be the first point of contact with the student.

The faculty offers a range of learning support material and staff dedicated to student support, at all levels. Maths, English and IT support is available to students.

Graduate Diploma students will normally be taught alongside full-time and part-time undergraduate students to help them integrate, but they will also be allocated separate tutorials to meet as a coures group, to reinforce group distinctiveness and address coures specific issues.

Module leaders and the programme leader will provide support at a distance via module websites. The library Built Environment Technical Indexes database and electronic journals will be available for students working from home. Part-time students benefit from the dedicated librarian.

The programme team will provide follow-up support to the PEL programme by recommending and monitoring appropriate additional study is undertaken.

6. Site Visits and Field Courses
Students will be taught alongside level 2 and level 3 undergraduate and level M postgraduate students, and will participate in the site visits and field courses applicable to the modules being studied, including a European field course at level 3.

7. Experiential Learning
Following successful completion of the level 2 and 3 modules, through full-time study, it is expected that students will be employed in a quantity surveying capacity during the final phase of the programme, when they will undertake level M modules alongside other postgraduate students. However, it is anticipated that most students will study part-time throughout the course whilst being employed in a quantity surveying capacity. This employment will assist in the consolidation of taught subjects, and allow students to commence preparation for the RICS APC. At this level, students are expected to reflect on practice, linking their studies to the work situation.

Where a student has been unable to obtain a suitable quantity surveying position by their own endeavours, the programme team will provide assistance.

8. Professional Contacts
The programme will be characterised by its strong links with external practitioners. Members of the programme team have for many years been involved with the RICS at local, national and international level and a range of local and national employers in both public and private sectors via the well-established alumni network in Bristol and throughout UK and overseas.

9. Disabled students
The programme will not normally be suitable for students whose mobility is restricted to wheelchairs, due to the restricted career opportunities for such graduates. However, if students with restrictd mobility do wish to study on the programme, the construction site visits as part of the European field trip, associated with the module Strategic Cost Planning, are not appropriate for such students, but suitable alternative experience will be provided.

Section 8: Reference points/benchmarks

The following reference points have been drawn upon in programme design:

1. QAA Framework for Higher Education Qualifications:

The amount and levels of credit included in the programme comply with the requirements set out in the relevant qualification descriptor sections of the QAA Framework for Higher Education Qualifications.

2. QAA Subject Benchmark Statements:

There is no explicit subject benchmark group within QAA appropriate to the Graduate Diploma level, given that includes both undergraduate and postgraduate levels, but the guidance for the undergraduate Building and Surveying has been followed.

3. QAA Code of Practice:

The FBE UG and PG modular schemes and their policies are underpinned by the relevant sections of the QAA Code of Practice as articulated in Volume 1 of the UG and PG modular schemes documentation.

4. Other reference points and benchmarks:

(i) Requirements of professional and statutory bodies

The University of the West of England (UWE), and formerly as Bristol Polytechnic, has over 30 years experience of collaboration with the Royal Institution of Chartered Surveyors (RICS) in running accredited Quantity Surveying courses and in 2001, the RICS and the FBE confirmed a partnership agreement.

The RICS Education Task Force, through its July 1999 Final Report “Investing in Futures” and its contribution to the Institution’s innovation programme known as “Agenda for Change,” identified "The principal recommendation ...is that the RICS develops a fast track route to membership for graduates in disciplines other than surveying.”

The RICS has recently provided guidance that such programmes should be a minimum of 180 credits, of which at least 100 credits are to be at level 3 or above. Employers require the programme to be firmly grounded in core quantity surveying skills and knowledge in construction technology, measurement, law, economics, procurement and contract management. These are introduced by pre-enrolement learning at level 1 and core skills are developed at undergraduate level at level 2 and 3.

In July 2002, the RICS adopted the proposal for the introduction of a mandatory postgraduate business studies for Chartered Surveyors from August 2004. This requirement was rescinded in December 2003, but the expectation is that the RICS will follow the other leading built environment professions in requiring postgraduate education, particularly in the business or project management area.

(ii) University’s Mission and Strategy

The following statements from the University’s Mission and Vision Statement have had a particular influence on the design of the programme:

• Maintain a particular commitment to its region.
• Command an exceptionally high reputation amongst employers.
• Be renowned for the quality of its teaching and its exploitation of the World Wide Web and related technology, in support of advanced learning strategies.
• Emphasise the importance of values, the pursuit and utility of knowledge, and the advancement of culture.

(iii) University / Faculty Teaching and Learning Strategy

The proposed programme is consistent with the aims and requirements of both the Faculty’s undergraduate and postgraduate modular schemes, and the Faculty’s Teaching and Learning Strategy

The Faculty has an established record in the provision of postgraduate level courses. Traditionally they have been offered on a full-time or part-time basis, but there is also 16 years experience of distance learning provision, and 6 years experience of supported ‘open’ learning. Part-time study is aimed, particularly, at the regional market, is popular with both students and their employers and has become the predominant method of study at UWE with some 90% of final year undergraduate quantity surveying students now studying in this mode.

(iv) Employer interaction / feedback

QS employers, with the encouragement of the RICS, have increasingly sought to recruit from related professions, such as architecture, engineering and construction management, and from non-cognate degree holders. As a result, the profile of RICS-accredited degrees has changed over the last three years from being primarily undergraduate to currently one-third postgraduate.

Employment market reports by the Building magazine, the main publication serving QS, confirm the consistently strong demand and shortage of supply of QS graduates to provide cost management services to the construction industry.

(v) Research supporting the programme design carried out by staff

This programme proposal draws on the paper ‘Educating for competency in Construction Economics and Management’ by Tony Westcott and Kevin Burnside, presented to a joint international meeting of quantity surveyors in New Delhi in March 2003 hosted by the Indian Institute of Surveyors and the Commonwealth Association of Surveying and Land Economy and previous papers by Tony Westcott on ‘The Changing Face Of The Education And Training Of Quantity Surveyors’ (1998 CASLE conference) and ‘Developing QS Education To Match The Changing Markets’ (1999 Indian Institute of Surveyors’ Conference).

It also draws on the research by Tony Westcott and Kevin Burnside for the report QS Strategies 1999 for the Building magazine and their experience as award leaders for the BSc Honours Quantity Surveying & Construction Management degree.

Tony Westcott has been co-author with Hugh Whatley, Chartered Quantity Surveyor, Chair of the RICS Construction Faculty’s Education Committee and the current Chief External Examiner of FBE, of the latest major revision (July

2002) to the RICS' Assessment of Professional Competence requirements for Chartered Quantity Surveyors. These requirements in respect of mandatory and core competencies have guided the design of this programme.