



Programme Specification Pro-forma [PSP]:

Graduate Apprenticeship: BSc (Hons) Construction and the Built
Environment [Quantity Surveying]
2024-25

Programme Specification Pro-forma (PSP)

1. GENERAL INFORMATION	
1. Programme Title:	Graduate Apprenticeship: BSc (Hons) Construction and the Built Environment [Quantity Surveying]
2. Final Award:	BSc (Hons) Quantity Surveying (Graduate Apprenticeship)
3. Exit Awards:	University Certificate of Higher Education Quantity Surveying University Diploma of Higher Education Quantity Surveying BSc Quantity Surveying (Graduate Apprenticeship) BSc (Hons) Quantity Surveying (Graduate Apprenticeship)
4. Awarding Body:	Glasgow Caledonian University
5. Period of Approval:	September 2022 - 2027
6. School:	Computing, Engineering and the Built Environment (SCEBE)
7. Host Department:	Construction and Surveying
8. UCAS Code:	K240/ K220
9. PSB Involvement:	RICS, CIOB, CICES, CABE
10. Place of Delivery:	GCU
11. Subject Benchmark Statement:	Land, Construction, Real Estate and Surveying (2016)
12. Dates of PSP Preparation/Revision:	October 2021/ June 2024

2. EDUCATIONAL AIMS OF THE PROGRAMME
<p>General Aims: The Graduate Apprenticeship: BSc (Hons) Construction and the Built Environment [Quantity Surveying] programme has been developed to provide apprentices with the knowledge, understanding and skills needed to become effective Quantity Surveying professionals capable of responding to current and future industry skills and competence requirements. Specifically, this programme of study provides work-based learning opportunities at a BSc / BSc (Hons) level. Apprentices combine academic study with employer-specific knowledge acquisition and skills development, enabling participants to become more effective and productive in the workplace.</p> <p>In 2017, employment in the sector was 233,600 accounting for eight per cent of all employment in Scotland. This makes it the third largest employing sector. Since the recession in 2008 employment in the sector has declined by ten per cent, which is faster than the one per cent decline for all industries. However, more recently (since 2015) employment has grown by two per cent, compared to no growth across all industries.</p> <p>This suggests a large sector which declined during the recession but has experienced recent recovery and growth.¹</p> <p>This programme distinguishes itself from other Construction and Built Environment programmes in the following ways:</p> <ul style="list-style-type: none"> • This is the first provision being offered within Scotland at Graduate Apprentice level in these discipline areas and through industrial and partner engagement, we recognise the need for a more focussed work-

¹ Oxford Economics Regional and Sector Forecast Data (2000-2027)

based degree programme that offers the learner work-based experience while studying for a degree level qualification. It is also recognised and agreed with industrial partners that this requires a different and accelerated learning model completed in four years just as for full-time delivery.

- The GA in Construction and Built Environment is playing a key role in attracting the next generation of employees, recruiting to replace those who have left the industry for various reasons (e.g. economic crisis, Covid 19 pandemic) and upskilling the existing workforce to succeed those in senior roles who will retire or have retired. It quite simply helps to address the much-highlighted shortages “skills gaps” reported continually regarding the low numbers of new construction professionals entering the sector.
- This programme is derived from and has the same learning outcomes as the current BSc/BSc (Hons) Quantity Surveying programme which is accredited by the Royal Institution of Chartered Surveyors (RICS) and by the Chartered Institute of Building [CIOB] Core Requirements for Accreditation of Honours Programmes.

Programme Philosophy:

The philosophy of the programme is to produce multi-disciplinary professional Graduate Apprentice (GA) Quantity Surveyors. These Graduates will have the required knowledge and understanding of specific Built Environment principles, integrated with an understanding of quantity surveying, building performance, commercial and project management, and reinforced with good personal, inter-personal, team-working and project management skills, to enable them to perform effectively in any appropriate environment as highly skilled Quantity Surveyors [MRICS]. This will be reinforced through significant formal integration of Work-Based Learning opportunities and Academic Assessment.

The broad educational aims of the programme are:

- Competence in project and delivery management including the knowledge, skills, and professional competences necessary to begin practice as a professional in the construction and the built environment sector.
- An understanding of appropriate solutions around the principles of design and technology.
- The ability to reconcile conflicting project objectives, finding appropriate solutions which recognise, cost, time, quality, life cycle aspects and sustainability.
- The ability to learn new methods, and technologies as they emerge and appreciate the necessity of such continuing professional development.
- Apply and understand relevant laws – describe standards, regulations and their consequences across the sector.
- An understanding of business management concepts, such as data management, business finance and business strategies.
- The ability to confidently work both as an individual and part of a team to develop and deliver solutions within construction and the built environment.
- An understanding of the importance of applying negotiation, effective work habits, leadership, and good communication with stakeholders.
- The ability to take responsibility for obligations for health, safety, welfare, environment and quality issues.
- Understand the need for and maintain a commitment to a high level of professional and ethical conduct, recognising obligations to society, the profession, and the wider environment.

Student Journey through the Programme:

Level 1

Foundation for study of the discipline, establishment of “ground rules”. An outline knowledge of the scope and main areas of the discipline; an understanding of the main theories, principles and concepts.

An apprentice will be able to:

- Use their knowledge of the subject and its techniques to evaluate a range of arguments and solutions to problems and issues of a routine nature.
- Apply their discipline-related and transferable skills in contexts which have well defined criteria.
- Undertake further learning in a structured and managed environment.

Level 2

Engagement with the core areas of the discipline to consolidate increasing competency levels. Developing knowledge and understanding of the scope and main areas of the discipline and its interaction with related areas/disciplines; familiarity and understanding of the essential theories, concepts and awareness of major issues within the discipline.

An apprentice will be able to use their knowledge, understanding and skills to:

- Critically evaluate evidence-based arguments and identify solutions to clearly defined problems of a routine nature.
- Apply their discipline-related and transferable skills to contexts where the task and criteria for decisions are generally well defined but where responsibility and initiative is required.

Level 3

Focusing on the key specialist areas of the discipline. Developing a broad and comparative knowledge of the general scope of the different areas and applications, and interactions with related areas/disciplines. Critical understanding of the essential theories, principles and concepts of the discipline, and the ways in which these are developed.

An apprentice will be able to use their knowledge, understanding and skills to:

- Both identify problems and issues and formulate, evaluate and apply evidence and arguments
- Apply their discipline-related and transferable skills to contexts where criteria and the scope of the task may be well defined but where personal responsibility and decision making is also required.

Level 4 (Honours)

Further extend knowledge of the specialist areas of the discipline. A systematic, extensive and further extend knowledge of the specialist areas of the discipline. A systematic, extensive and comparative knowledge and understanding of the discipline, and its links to related areas/disciplines. A critical understanding of the established theories, principles and concepts of a number of advanced and emerging issues at the forefront of the discipline.

An apprentice will be able to use their knowledge, understanding and skills:

- In the systematic assessment of a wide range of concepts, ideas and data
- In identifying and analysing complex problems and issues, demonstrating originality and creativity in formulating, evaluation and applying evidence-based solutions and arguments
- To apply their discipline-related and transferable skills in contexts where there is a requirement for:
 - (a) The exercise of personal responsibility and initiative
 - (b) Decision-making in complex and unpredictable contexts
 - (c) The ability to undertake further developments of a professional nature

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWS

Teaching learning and assessment methods used to enable the above outcomes to be achieved and demonstrated include:

- Lectures, tutorials and seminars
- Workshops and laboratories
- Industrial/site visits and field trips where practicable (industry/project availability dependent)
- Visiting lecturers from industry and practice (availability dependent)
- Web-based materials through a managed learning environment (GCU Learn)
- Problem-based learning scenarios
- Individual projects
- Computer application activities
- Self-directed learning facilitated by study packs
- Use of research-based learning materials and methods
- Group work and projects

Assessment:

The totality of approaches to assessment (formal unseen examinations, formal open-book examinations, major and minor coursework activities, class tests, poster displays, student oral presentations, computer-based exercises, dissertation) is based on the appropriateness to the learning outcomes in each module and the Learning Outcomes of the Programme. Methods of assessment include:

- Exams
- Class tests
- Coursework
- Student oral presentations
- Computer-based tests and other exercises
- Case study analysis
- Reports
- Role play
- Dissertation
- Other discipline-specific assessments

Learning, Teaching and Assessment Strategy

The development of the Programme Board's learning teaching and assessment strategy has been informed by the University's Strategy for Learning (SfL) 2030 and the School's current Learning Teaching and Assessment Strategy. The balance between methods of assessment is based on the appropriateness to the learning outcomes in each module and the Learning Outcomes of the Programme. The range of learning teaching and assessment methods are listed above.

The School's Admission Tutors endeavour to provide appropriate guidance and support to all applicants, to

ensure that students entering a particular programme of study are fully aware of the core skills and knowledge required, and the core activities which must be undertaken to achieve the award. Where a student highlights a need for additional support the School, in conjunction with the School's Learning Development Centre, and the University Student Support Services, will determine an appropriate course of action to address the needs of the student.

The staff within the School have considerable experience in supporting students who have/experience difficulties, and work closely with the University Student Support Services to ensure that appropriate support is provided to suit each student's individual needs. A number of strategies have been adopted as required to allow such students to fully participate in their programme of study, including the provision of materials in advance, use of scribes, signers, and other specialist software.

Programme Exception(s):

The honours classification for the Graduate Apprenticeship: BSc (Hons) Construction and the Built Environment [Quantity Surveying] is calculated using only the 120 credits from SCQF Level 10 modules undertaken in the final year of study. Work Based Learning 3 is not included in the final year calculation. The modules which are included in the honour's classification include:

- MHK226975 Dissertation
- MHN222929 Project Management
- MHK226931 Construction Contracts
- MHN325167 Value and Risk Appraisal
- MHK225156 Construction & Project Commercial Management

The following table illustrates the Programme Structure.

SCQF Level	Honours	Module Code	MODULE TITLE	Credit Points	Trimester		Assessment			
							Exam %	c/w %	Exam Hrs	CA
7		M1K225122	Construction Technology 1	20	A	B	-	-	-	100
		M1K225126	Professional Orientation & Practice	20	A	B	-	-	-	100
		M1K225119	Property Economics	20	A	-	-	-	-	100
		M1K225121	Construction Contracts 1	20	-	B	100	-	2	-
		M1K225125	Construction Materials	20	A	B	-	-	-	100
		M2K226569	Work Based Learning (WBL) 1	20	A, B, C		-	-	-	100
				Credit points	120					
8		M3K227082	Work Based Learning (WBL) 2	20	A, B, C		-	-	-	100
		M2K225132	Construction Technology 2	20	A	-	50	50	2	-
		M2K226920	Construction & Development	20	-	B	-	-	-	100
		M2K225131	Construction Contracts 2	20	-	B	60	40	2	-
		M2K230686	Digital Construction	20	A	B	-	-	-	100
		M1K225134	Measurement 1	20	A	B	-	-	-	100
			Credit points	120						
9		M2K225143	Construction Cost Studies	20	A					100

		M2K226922	Measurement 2	20	A	B				100
		M3K226960	Estimating	20	A		-	-	-	100
		M3K225137	Construction Technology 3	20		B	60	40	3	-
		M3K225136	Contemporary QS Practice	20		B	-	-	-	100
		MHK227083	Work Based Learning (WBL) 3	20	A, B, C					100
			Credit points	120						
10	H	MHK226975	Dissertation	40	A	B	-	-	-	100
	H	MHN226929	Project Management	20	A		-	-	-	100
	H	MHK226931	Construction Contracts 3	20	A		60	40	2	-
	H	MHN325167	Value & Risk Appraisal	20		B	65	35	3	-
	H	MHK225156	Construction & Project Commercial	20		B	-	-	-	100
			Credit points	120						
			TOTAL CREDIT POINTS	480						

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students.

[GCU Assessment Regulations](#)

Role of External Examiner:

Senate appoints External Examiners to the Progression and Assessment Board (PAB) on the basis of nominations from Schools and approval through the University QA and QE processes.

The duties of an External Examiner will include the following:

- To moderate the work of the internal assessors in respect of the assessments under his/her jurisdiction
- To attend Assessment Boards at which the results of final stage assessment will be determined
- To satisfy himself/herself that the work and decisions of the Assessment Board(s) are consistent with the policies and regulations of the University and best practice in higher education
- To ensure that students are assessed within the regulations approved by the University for the progression of students and to inform the University on any matter which, in his/her view, mitigates against the maintenance of proper academic standards
- To report annually to the Clerk to Senate on the standards attained by students on the programme and on other matters which may seem appropriate for their report