

GLASGOW CALEDONIAN UNIVERSITY

Programme Specification

1. GENERAL INFORMATION

1. Programme Title:	BSc (Hons) Quantity Surveying
2. Final Award:	BSc (Hons) Quantity Surveying
3. Exit Awards:	University Certificate of Higher Education University Diploma of Higher Education BSc Quantity Surveying BSc (Hons) Quantity Surveying
4. Awarding Body:	Glasgow Caledonian University (GCU)
5. Approval Date:	May 2011
6. School:	Engineering and Built Environment (EBE)
7. Host Department:	Construction and Surveying
8. UCAS Code:	K240
9. PSB Involvement:	RICS, CIOB
10. Place of Delivery:	GCU
11. Subject Benchmark Statement:	Construction, Property and Surveying
12. Dates of PSP preparation/revision:	September 2015

2. EDUCATIONAL AIMS OF THE PROGRAMME

General Aims:

- (a) to provide the construction industry with well educated, competent surveyors capable of responding to industry's current and future needs
- (b) to prepare students for their careers, further personal study, and for personal and professional development

Aims of the Programme at BSc (Hons) Quantity Surveying level exit point:

- (a) to provide students with a high quality undergraduate degree programme comprising a sound theoretical knowledge base pertinent to their field and encompassing core skills which are underpinned by technology and enhanced by cost and management expertise.
- (b) to deliver a demanding programme which equips students with key knowledge, comprehension and skills competency essential for quantity surveyors
- (c) to provide an education base and degree programme which is accredited by the relevant professional bodies namely, The Royal Institution of Chartered Surveyors; The Chartered Institute of Building
- (d) to provide students with the necessary academic knowledge and professional ability to be applied in a challenging career in the surveying profession
- (e) to enable students to develop intellectual strengths and creative powers which are flexible and adaptable to the rapidly changing demands of industry and society
- (f) to enable students to develop and maintain personal transferable skills
- (g) to enable students to develop good judgement and innovative thinking processes by the development and application of logical analysis, evaluation and synthesis techniques and
- (h) to introduce students to research methods and a learning experience which promotes and encourages a culture of lifelong learning throughout their career.

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. Students 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 in preparation for professional placement. 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.

Students 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.

Students 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 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.

Students 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

3. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

This programme is designed to provide for both full-time and part-time study.

Each level of the programme consists of six modules, or the equivalent, totalling 120 credits. The delivery structure for the full-time route utilises two trimesters per academic session, with 60 SHE credits per trimester. The part-time route utilises more variable levels of entry more often than the full-time mode but, in general, the part-time route consists of four modules per academic year, or the equivalent, totalling 80 credits, ie 40 credits per trimester. The following tables illustrate the Full-Time and Part-Time Programme Structures.

FULL-TIME ROUTE

SHE1 Level

Module Code	Module Title	Credits
M1K221945	Construction Technology 1	20
M1K222244	Property Economics	20
M1K203077	Professional Orientation & Practice	20
M1K221884	Construction Materials	20
M1K222229	Construction Contracts 1	20
M1K221873	Measurement 1	20

Exit Award – Certificate of Higher Education **120**

SHE2 Level

Module Code	Module Title	Credits
M2K220795	Construction Technology 2	20
M2N220730	Construction Processes Management 1	20
M2K220761	Construction Cost Studies	20
M2K203056	Construction & Development Economics	20
M2K221315	Construction Contracts 2	20
M2K221874	Measurement 2	20

Exit Award – Diploma of Higher Education **240**

SHE3 Level

Module Code	Module Title	Credits
	Full-time in placement – Trimester A	
M3K203084	Professional Placement Learning	60
	or	
	Full-time non-placement – Trimester A	
M3K221186	Design and Regulation 2	20
MHK202886	Conservation	20
M3K220211	Managed Project Learning	20
	or	
	Full-time Direct Entry – Trimester A	
M3K203058	Intermediate Cost Studies	20
M3K203062	Intermediate Measurement and Contract	20
M3K220211	Managed Project Learning	20
	Trimester B	
M3K220824	Construction Technology 3	20
M3K220106	Estimating	20
M3K212598	Interact Project	10
M3N321877	Project Finance	10

Exit Award – BSc Quantity Surveying **360**

[Turn over for Honours level modules

FULL-TIME ROUTE continued

SHEH Level		
Module Code	Module Title	Credits
MHK221198	Dissertation	40
MHK220816	Project Management	20
MHK222243	Construction Contracts 3	20
MHN322297	Value & Risk Appraisal	20
Option modules (shaded) select one		
MHK222010	Dispute Resolution	20
MHK220957	Construction & Project Commercial Management	20
MHK221276	Sustainability and the built environment	20
MHK221878	Negotiation	20
Exit Award – BSc (Hons) Quantity Surveying		480



Shaded area represents module options in trimester B. Students select one option.

PART-TIME ROUTE

SHE Level	Year 1		Credits
	Module Code	Module Title	
1	M1K221945	Construction Technology 1	20
1	M1K203077	Professional Orientation & Practice	20
1	M1K222244	Property Economics	20
1	M1K222229	Construction Contracts 1	20
		Credits	80
SHE Level	Year 2		Credits
	Module Code	Module Title	
1	M1K221884	Construction Materials	20
1	M1K221873	Measurement 1	20
2	M2K203056	Construction & Development Economics	20
2	M2K220795	Construction Technology 2	20
		Credits	80
	Exit Award – Certificate of Higher Education if candidate has achieved 120 credits		
SHE Level	Year 3		Credits
	Module Code	Module Title	
2	M2N220730	Construction Processes Management 1	20
2	M2K220761	Construction Cost Studies	20
2	M2K221315	Construction Contracts 2	20
2	M2K221874	Measurement 2	20
3	M3K203081	Work Based Learning 1	20
		Credits	100
	Exit Award – Diploma of Higher Education if candidate has achieved 240 credits		
SHE Level	Year 4		Credits
	Module Code	Module Title	
3	M3K220106	Estimating	20
3	M3K222241	Development and Cost Planning	10
3	M3N321877	Project Finance	10
3	M3K220824	Construction Technology 3	20
3	M3K203085	Work Based Learning 2	20
H	MHN322297	Value & Risk Appraisal	20
		Credits	100
	Exit Award – BSc (Hons) Quantity Surveying		360
SHE Level	Year 5		Credits
	Module Code	Module Title	
H	MHK221198	Dissertation	40
H	MHK220816	Project Management	20
H	MHK222243	Construction Contracts 3	20
	Option modules (shaded) select one		
H	MHK222010	Dispute Resolution	20
H	MHK220957	Construction & Project Commercial Management	20
H	MHK221276	Sustainability and the built environment	20
H	MHK221878	Negotiation	20
H	MHK203094	Work Based Learning 3	20
		Credits	120
	Exit Award – BSc (Hons) Quantity Surveying		480

Shaded area represents module options in trimester B. Students select one option.

ASSESSMENT REGULATIONS

The University Assessment Regulations Academic Session 2015-16 (V2.0) apply to the Programme in all respects. There are no programme-specific regulations which deviate from the standard University Assessment Regulations.

The Programme's structure, progression, credits and awards are wholly consistent with the GCU Qualifications Framework.

Awards:

For the awards of Certificate of Higher Education, Diploma of Higher Education, BSc Quantity Surveying and BSc (Hons) Quantity Surveying

- Minimum pass mark of 40% for each taught module
- Minimum pass mark of 40% for Dissertation/Honours Project module
- To qualify for an award of Certificate of Higher Education, students must complete all the programme requirements and obtain 120 SHE credits, of which a minimum of 90 must be SHE1
- To qualify for an award of Diploma of Higher Education, students must complete all the programme requirements and obtain 240 SHE credits, of which a minimum of 90 must be SHE2
- To qualify for an award of BSc in Quantity Surveying, students must complete all the programme requirements and obtain 360 SHE credits, of which a minimum of 90 must be SHE3
- To qualify for an award of BSc (Hons) in Quantity Surveying, students must complete all the programme requirements and obtain 480 SHE credits, of which a minimum of 90 must be SHEH

In the Honours award calculation for the part-time route in Year 5, the module *Work Based Learning 3* will not count towards Honours. In line with the full-time programme the results from Year 4 module *Value and Risk Appraisal* (MHN322297) will be carried forward and counted in the degree classification.

Regulations for Distinction:

The Programme complies with the University Assessment Regulations in respect of the award of Distinction. To be awarded a Certificate/Diploma/BSc with Distinction, a student must obtain an overall average of 70% or more with no individual module mark below 55%, all at the first attempt.

Role of External Examiner:

Senate appoints External Examiners to the Assessment Board (AB) 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

