



Programme Specification Pro-forma [PSP]:

BSc [Hons] Quantity Surveying
2024-25



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 Quantity Surveying University Diploma of Higher Education Quantity Surveying BSc Quantity Surveying BSc (Hons) Quantity Surveying
4. Awarding Body:	Glasgow Caledonian University (GCU)
5. Approval Date:	2024
6. School:	Computing, Engineering and the Built Environment (SCEBE)
7. Host Department:	Construction and Surveying
8. UCAS Code:	K240 / K241 (GCU Pathways)
9. PSB Involvement:	RICS, CIOB, CICES, CABE
10. Place of Delivery:	GCU
11. Subject Benchmark Statement:	Land, Construction, Real Estate and Surveying (2018)
12. Dates of PSP preparation/revision:	June 2024

2. EDUCATIONAL AIMS OF THE PROGRAMME

General Aims:

- to provide the construction industry with well educated, competent surveyors capable of responding to industry's current and future needs
- 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:

- 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.
- to deliver a demanding programme which equips students with key knowledge, comprehension and skills competency essential for quantity surveyors
- 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; The Chartered Institute of Civil Engineering Surveyors
- to provide students with the necessary academic knowledge and professional ability to be applied in a challenging career in the surveying profession
- to enable students to develop intellectual strengths and creative powers which are flexible and adaptable to the rapidly changing demands of industry and society
- to enable students to develop and maintain personal transferable skills
- to enable students to develop good judgement and innovative thinking processes by the development and application of logical analysis, evaluation and synthesis techniques and
- 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

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

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

Programme Exception(s):

The honours classification for the BSc (Hons) Quantity Surveying is calculated using only the 120 credits from SCQF Level 10 modules undertaken in the final year of study for full-time and Year 4 + Year 5 for the part-time programmes.

Modules included in the Honours classification are indicated by an 'H' noted in the Honours column (overleaf). For Full Time students, this is the modules undertaken in their Year 4. For Part Time students, Value and Risk from their Year 4 is included, whereas Work Based Learning 3 (Year 5) is excluded from the calculation.

FULL-TIME HONOURS CLASSIFICATION:

MHK226974 Dissertation
MHN226928 Project Management
MHK226930 Construction
Contracts 3 MHN322297 Value &
Risk Appraisal
MHK220957 Construction & Project Commercial

Management PART-TIME HONOURS CLASSIFICATION:


MHN322297 Value & Risk Appraisal (level
4) MHK226974 Dissertation
MHN226928 Project Management
MHK226930 Construction
Contracts 3
MHK220957 Construction & Project Commercial Management


The following tables illustrate the Full-Time and Part-Time Programme Structures.

Full Time Programme

Level	Honours	Module Code	MODULE TITLE	Credit Points	Trimester	
					A	B
1		M1K221945	Construction Technology 1	20	A	B
		M1K203077	Professional Orientation & Practice (POP)	20	A	B
		M1K224313	Property Economics	20	A	-
		M1K226924	Construction Contracts 1	20	-	B
		M1K221884	Construction Materials	20	A	B
		M1K221873	Measurement 1	20	A	B
			Credit points	120		
2		M2K225247	Construction Cost Studies	20	A	-
		M2K220795	Construction Technology 2	20	A	-
		M2K226919	Construction & Development Economics	20	-	B
		M2K221315	Construction Contracts 2	20	-	B
		M2K230685	Digital Construction	20	A	B
		M2K226921	Measurement 2	20	A	B
		M2K226936	C & S Preparation for Placement	10	-	B
			Credit points	130		
3		M3K226918	Professional Placement Learning	60	A	-
NP		M3K226781	Design & Regulation 2	20	A	-
NP		MHK202886	Conservation <i>and</i>	20	A	-
NP/DE		M3K220211	Managed Project Learning	20	A	-
DE		M3K226933	Intermediate Cost Studies	20	A	-
DE		M3K226935	Intermediate Measurement and Contract	20	A	-
		M3K220824	Construction Technology 3	20	-	B
		M3K224770	Contemporary QS Practice	20	-	B
		M3K226932	Estimating	20	-	B
		M3K212598	<i>Interact Project*</i>	10	-	B
			Credit points	130		
4	H	MHK226974	Dissertation	40	A	B
	H	MHN226928	Project Management	20	A	-
	H	MHK226930	Construction Contracts 3	20	A	-
	H	MHN322297	Value & Risk Appraisal	20	-	B
	H	MHK220957	Construction & Project Commercial Management	20	-	B
			Credit points	120		
			TOTAL CREDIT POINTS	500		

 DE Direct Entry students

 NP Not on placement - Modules to be taken by those students who are unable to arrange a professional placement to undertake the 60 credit module *Professional Placement Learning*.

 *Interact Project dependant on yearly offering – Programme Leader will advise for Tri B commencing

Part Time Programme

Year	Honours	Module Code	MODULE TITLE	Credit Points	Trimester	
1		M1K221945	Construction Technology 1	20	A	B
		M1K203077	Professional Orientation & Practice (POP)	20	A	B
		M1K224313	Property Economics	20	A	-
		M1K226924	Construction Contracts 1	20	-	B
			Credit points	80		
2		M1K221884	Construction Materials	20	A	B
		M1K221873	Measurement 1	20	A	B
		M2K220795	Construction Technology 2	20	A	-
		M2K226919	Construction & Development Economics	20	-	B
			Credit points	80		
3		M2K230685	Digital Construction	20	A	B
		M2K226921	Measurement 2	20	A	B
		M2K225247	Construction Cost Studies	20	A	-
		M2K221315	Construction Contracts 2	20	-	B
		M2K226915	Work Based Learning 1	20	A	B
			Credit points	100		
4		M3K226932	Estimating	20	A	-
		M3K224770	Contemporary QS Practice	20	A	-
		M3K226916	Work Based Learning 2	20	A	B
		M3K220824	Construction Technology 3	20	-	B
	H	MHN322297	Value & Risk Appraisal	20	-	B
			Credit points	100		
5	H	MHK226974	Dissertation	40	A	B
	H	MHN226928	Project Management	20	A	-
	H	MHK226930	Construction Contracts 3	20	A	-
	H	MHK220957	Construction & Project Commercial Management	20	-	B
		MHK226917	Work Based Learning 3	20	A	B
			Credit points	120		
		TOTAL CREDIT POINTS	480			

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, specialist software and the like.

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. The Glasgow Caledonian University Assessment Regulations which apply to this programme, dependent on year of entry can be found at: [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