

BSc (Hons) Quantity Surveying

Programme Specification v 3.3 2012 - 2013

Primary Purpose

Course management, monitoring and quality assurance.

Secondary Purpose

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer

The University of Portsmouth has checked the information given in this Programme Specification and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

Copyright

The contents of this document are the copyright of the University of Portsmouth and all rights are reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means electronic, mechanical, photocopying, recording or otherwise, without the prior consent of the University of Portsmouth.

Contents

Programme Specification

1. Named Awards	1
2. Course Code (and UCAS Code if applicable)	1
3. Awarding Body	1
4. Teaching Institution	1
5. Accrediting Body	1
6. QAA Benchmark Groups	1
7. Document Control Information	1
8. Effective Session	1
9. Author	1
10. Faculty	1
11. Department	1
12. Educational Aims	1
13. Reference Points	3
14. Learning Outcomes	4
A. Knowledge and Understanding of:	4
B. Cognitive (Intellectual or Thinking) Skills, able to:	4
C. Practical (Professional or Subject) Skills, able to:	4
D. Transferable (Graduate and Employability) Skills, able to:	6
15. Course Structure, Progression and Award Requirements	7
16. Employability Statement	8
17. Support for Student Learning	9
18. Admissions Criteria	10
A. Academic Admissions Criteria	10
B. Professional Qualifications, Experience & IELTS	10
C. Disability	11
19. Evaluation and Enhancement of Standards and Quality in Learning and Teaching	11
A. Mechanisms for Review and Evaluation	11
B. Responsibilities for Monitoring and Evaluation	11
C. Mechanisms for Gaining Student Feedback	11
D. Staff Development Priorities	12
20. Assessment Strategy	12
21. Assessment Regulations	13
22. Role of Externals	13
23. Indicators of Standards and Quality	13
A. Professional Accreditation/Recognition	13
B. Periodic Programme Review (or equivalent)	13
C. Others	13
24. Other Sources of Information	13

Programme Specification

1. Named Awards

BSc (Hons) Quantity Surveying

2. Course Code (and UCAS Code if applicable)

C2402F (UCAS Code K240)

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

The Royal Institution of Chartered Surveyors (RICS Pathway)

Board of Quantity Surveyors Malaysia (BQSM Pathway)

6. QAA Benchmark Groups

Construction, Property and Surveying

7. Document Control Information

v3.3: 19 June 2012

8. Effective Session

2012-2013

9. Author

Richard Wise

10. Faculty

Faculty of Technology

11. Department

School of Civil Engineering and Surveying (SCES)

12. Educational Aims

The Surveying Programme:

On entering the course, each individual will have enrolled on a specific course, which will determine his or her specific subject pathway. There are two courses available at present within the surveying programme offered by the School of Civil Engineering and Surveying (SCES). These are:

- BSc (Hons) Quantity Surveying
- BSc (Hons) Property Development

The stated aims of the University include the efficient and effective provision of a high quality programme of academic activity, a broadening of access, responsiveness to external change and the provision of an educational environment within which all participants can fulfil their potential. Within this context, the overall aim of the Surveying Programme is to mount and maintain a portfolio of property related courses at undergraduate and postgraduate level and to underpin that activity through a related programme of relevant and sustainable research and scholarly activity.

The RICS involvement with the Surveying Programme:

- These courses conform to the Partnership arrangements between the University of Portsmouth and the Royal Institution of Chartered Surveyors
- The courses conform to RICS Quality Standards
- Access relates to RICS threshold standards
- An annual partnership development meeting is held between the UoP and the RICS
- External Examiners are appointed in line with UoP guidelines but are also subject to approval by the RICS

The programme aims to:

1. consider the multidisciplinary aspects of the development and use of land, buildings and natural resources and their integration in arriving at resource allocation decisions;
2. provide a systematic, coherent and balanced education through study within various courses and levels;
3. create an environment within which students have their personal achievements recognised and rewarded;
4. foster an active and self-reflective learning approach;
5. provide monitoring, support and guidance of the individual learning experience such that all students can be encouraged to realise their own potential;
6. develop and test students intellectual and critical abilities such that they can define, investigate and analyse problems, form judgements, make decisions and demonstrate the acquisition of such qualities;
7. prepare students for the transition from Higher Education to employment within a professional or vocational context; and develop those transferable and specialist skills that all stakeholders could reasonably expect of students who successfully complete their named programme of study.

The Quantity Surveying degree:

The Quantity Surveying degree has been developed at the University of Portsmouth to respond to demand at both national and international level. Quantity Surveying has been delivered for many years at the University however in the year 2000 the Royal Institution of Chartered Surveyors (RICS) re-branded this area as Construction Surveying.

In national terms there is a similar move to preserve traditional quantity surveying skills. As a result of these issues, the School of Civil Engineering and Surveying (SCES) has developed the BSc (Hons) Quantity Surveying course.

This degree programme was developed from our BSc (Hons) Property Development with Quantity Surveying and still retains a large proportion of general building and construction topics to enhance the student experience and prepare graduates for employment.

The course was developed in consultation with employers who, whilst expecting a good level of ability in quantity surveying specialist areas, have also expressed a need for students with a wider appreciation of the construction industry as a whole.

Graduates will:

1. have an awareness of the economic, environmental, social, legal, political, commercial and non-commercial contexts within which the development, management and use of land and buildings occurs;
2. understand the principal elements of the knowledge base associated with the development, management and use of real property, construction and the broader context within which these elements are located;
3. have the ability to synthesise such elements within a problem-solving context;
4. meet the educational requirements for eventual admission to the Royal Institution of Chartered Surveyors;
5. be prepared for employment in one or more of the broad range of careers related to the Surveying Programme.

Learning and Teaching Strategies and Methods

The course is three full-time years (or levels) duration although opportunities to interrupt studies at any stage in each course can be accommodated, provided the period of registration is not exceeded. Each stage has two teaching blocks with most units taught year long across those teaching blocks with 20 credit units. The objectives by level are:

Level 4 (Year 1)

- To consolidate study skills
- To provide an appropriate learning framework
- To establish a common foundation of knowledge
- To commence the provision of an understanding of both general and course specific issues and to place quantity surveying within the overall context of construction, property development and management

Level 5 (Year 2)

- To extend and develop contextual understanding
- To identify and deliver primary course related material
- To introduce a problem solving and independent approach to study

Level 6 (Year 3)

- To develop a flexible and logical approach to problem-solving
- To synthesise the various course elements
- To critically appraise current methodologies
- To facilitate course specialisation
- To develop the skills and techniques of independent study

13. Reference Points

- University of Portsmouth Curriculum Framework
- The scholarship and research expertise of academic members of staff
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education
- QAA Framework for Higher Education Qualifications (FHEQ), Section 4, Levels 4 to 6.
- National Qualifications Framework
- Subject Benchmark Statements - QAA, Construction, Property and Surveying
- Requirements of Professional and/or Statutory Regulatory Bodies – The Royal Institution of Chartered Surveyors (RICS), the Malaysian Board of Quantity Surveyors

The core competencies as outlined by the RICS are:

- T010 Commercial management of construction
- T013 Construction technology and environmental services
- T017 Contract practice
- T022 Design economics and cost planning
- T062 Procurement and tendering
- T067 Project financial control and reporting
- T074 Quantification and costing of construction works

These are referred to in Section 14 below.

14. Learning Outcomes

A. Knowledge and Understanding of:

- A1. The concepts and theories of property management in general
- A2. Relationships between property legislation and philosophies of property management as promoted by governmental and professional bodies through key publications
- A3. Law and legal liability, and the role of management functions
- A4. Specific property health, safety and environmental legislation, and the responsibilities of the key duty holders
- A5. Valuation techniques and technologies for the identification of value
- A6. Risk factors in the development of property
- A7. The role of development control
- A8. The evaluation of project management
- A9. Sources of environmental legislation and control
- A10. Quantitative and qualitative research methods

B. Cognitive (Intellectual or Thinking) Skills, able to:

- B1. Analyse and critically examine different forms of discourse
- B2. Assimilate complex information from diverse sources, and integrate and organise that information in relation to defined goals
- B3. Demonstrate capacity for independent judgement, critical reasoning and imaginative response
- B4. Deploy information and argument effectively and in a self-reflective manner, and to evaluate alternative perspectives or points of view
- B5. Understand, interrogate and apply different theoretical positions, and to develop an awareness of their applicability in different contexts
- B6. Plan and execute assignments and project-work
- B7. Critically evaluate published research, identify further research needs and current opportunities, and select suitable research methods to pursue them

C. Practical (Professional or Subject) Skills, able to:

- C1. Use critical skills in close reading and analysis of regulatory, professional and scholarly texts
- C2. Articulate knowledge and understanding of texts, concepts and theories relating to Property Development
- C3. Demonstrate understanding and command of specialist vocabularies used by the community of property professionals, and the ability to apply them in critical analysis

- C4. Demonstrate expertise in the identification of property development issues and exercise informed judgement in the selection of appropriate assessment and control strategies to manage risk
- C5. Recognise, assess and exploit the potentials of qualitative and quantitative methods for monitoring the performance of valuations
- C6. Use bibliographical skills appropriate to the discipline, including accurate and consistent use of scholarly conventions of presentation
- C7. Collect and analyse data appropriately to test research hypotheses

Learning and Teaching Strategies and Methods

Level 4 studies intend:

- to introduce the fundamental principles and techniques associated with the main components of the discipline and to develop an understanding of them sufficient to provide a framework within which students can locate knowledge subsequently acquired;
- to establish a common foundation level of knowledge and study skills appropriate to the commencement of a degree in Quantity Surveying , including remedial work where appropriate;
- to commence the familiarisation of the student with the socio-economic, legal and technical context within which the course and its potential career paths are located.
- The first year of these courses are essentially a foundation stage within which students are introduced to the main study skills, basic principles and subject areas related to Quantity Surveying within the overall context of construction, property development and management.

Level 5 studies intend:

- to complete the introduction to the principles and techniques of the discipline and to refine, modify and extend students' understanding of them by practice and application;
- to extend, develop and substantially complete the process of familiarisation with the socio-economic, legal and technical contexts of the subject area;
- to encourage the development of a problem-solving approach to study;
- to begin to formalise the process of integrating the various disciplines constituting the programme of study.

The second stage is intended to build upon the contextual and study skills acquired during stage one within a more practice, construction, QS related context. Generic property skills will be further developed and applied and a broad vocationally related planning, legal and property valuations theme is introduced.

Level 6 studies intend:

- to develop a flexible and logical approach to problem-solving by the application of principles and techniques, thus consolidating previous levels of study;
- to integrate the subject matter by encouraging students to synthesise the various course elements;
- to carry out a critical examination of the established methods of surveying;
- to facilitate a degree of specialisation in areas of individual interest and strength;
- to develop the skills and techniques of individually directed research into specialist areas not formally taught in depth.

Options to study English for academic purposes are offered to students whose first language is not English

Assessment

Level 4 and 5 work is assessed primarily through examinations, assignments, essays and presentations.

Level 6 work is assessed through similar means but with the addition of an integrated project and the dissertation.

D. Transferable (Graduate and Employability) Skills, able to:

- D1. Communicate effectively in writing, speaking and in appropriate forms of presentation
- D2. Read and understand documents related to software products and systems
- D3. Use information technology to handle data, simulation and assist with design and testing
- D4. Apply mathematical techniques in business simulation and practice
- D5. Assess problem domains and formulate appropriate problem solving strategies
- D6. Build on previous experience in order to generalise
- D7. Ability to work in teams to achieve goals but nevertheless be distinctively individual
- D8. Demonstrable productive capability in the placement setting where this is applicable

Learning and Teaching Strategies and Methods

Study skills information at level 4 facilitates the setting of learning objectives related to the student's selection of unit pathways within the programme. Students plan for career progression through the research unit at level 5.

Assessment

Level 4 and 5 work is assessed primarily through examinations, assignments, essays and presentations. Level 6 work is assessed through examinations assignments, essays, presentations, exams and integrated project and dissertation.

Where appropriate, assessment criteria include transferable/key skills.

RICS Core competencies

This degree programme is designed to meet the *RICS Core competencies, these are **highlighted against the following learning outcomes – also see section 13 – Reference Points above***:

On completion of the course students will:

1. understand the processes of acquisition, use, change and disposal (including letting and management) of land and property and to relate these processes to issues of sustainability, conservation and social and commercial gain (**T010**);
2. understand the social, political and economic frameworks within which property development processes take place(**T022**);
3. understand the management techniques necessary for the effective control of resources and other factors of production (**T010, T017, T067**);
4. be able to apply techniques of investment appraisal to the development process with the objective of achieving optimum outcomes (**T010, T022**);
5. understand the processes of site finding and acquisition (**T017, T062**);
6. understand the law as it relates to relevant aspects of planning, property, development control, the environment, bankruptcy, insolvency and dispute resolution (**T017**);
7. appreciate planning control and policy and associated procedures (**T017**);
8. have considered aspects of construction economics within the context of design solutions and the development brief;

9. appreciate the significance of short and long term funding arrangements within the context of risk and opportunity; comprehend the interaction and management of the various parties and agencies associated with the development process including issues of procurement, contract administration and project management.
10. be equipped to contribute towards the development and design processes in respect of the maximisation of time/cost/quality/function/value outcomes (**T074, T067, T013**);
11. have a working knowledge of the pre-contract methods and procedures associated with cost prediction and control, procurement methodologies and all aspects of contract documentation, with a perspective informed by an understanding of clients and client organisations, stakeholder expectations, risk and risk management; have a working knowledge of the post-contract methods and procedures associated with the administration, cost control and financial resolution of infrastructure and building projects (**T010, T062, T074**);
12. be aware of the key aspects of the legal issues related to the design, development and production of buildings and civil engineering projects (**T017, T010**);
13. be able to participate positively towards the avoidance and resolution of disputes arising as a consequence of the carrying out of the design and development processes in both building and civil engineering contexts (**T017, T010**);
14. be able to apply principles of financial and commercial management and analysis to competitive and bidding strategies, cost/value reconciliation and cash flow issues, development and construction processes and financial accounts (**T010, T067, T022, T062**);
15. have developed an applied understanding of the principles and techniques of project management and control within the development and production contexts, informed by considerations of resource allocation and constraints, risk and risk management (**T067, T022, T062, T074**);
16. have a practical perspective on development and construction processes nationally and internationally, through case studies, visiting speakers, site visits and field work (**T010, T062, T013**).

15. Course Structure, Progression and Award Requirements

This is a full-time course. The equivalent of 120 credits of taught units are provided in each of the three years, including a 40 credit dissertation in the final year, on a Quantity Surveying and Construction related topic. Choice of options allows students to tailor their studies to suit their preferences and interests.

The following Exit Awards are also available:

- Certificate in Higher Education: Provided that a minimum of 120 credits have been achieved at FHEQ Level 4 or above;
- Diploma in Higher Education: Provided that a minimum of 240 credits have been achieved at FHEQ Level 5 or above;
- Ordinary Degree: Provided that a minimum of 300 credits have been achieved, of which no more than 120 credits are at FHEQ Level 4 and at least 60 credits are at FHEQ Level 6.

Standard University rules apply. The regulations must be consulted for a full description of exit awards.

At Level 5, students may take an optional 20-credit language unit through the Institution Wide Language Programme.

Units are generally twenty credits each (dissertation and research methods is forty credits) and are based on multidisciplinary topic areas which reflect the varying nature of the surveying role.

The School of Civil Engineering and Surveying operates a 'Professional Advisory Board' and has partnerships with a number of professional institutions, the curriculum is realigned each year based on their advice.

Careers are delivered across the curriculum and supplemented by a guest lecture series/visits from professional institutions.

Links with employers are maintained through the Professional Advisory Board, guest lecturers and delivering Continuing Professional Development courses.

The majority of units develop skills that contribute to employability, SCES has its roots in professional training.

16. Employability Statement

The School of Civil Engineering and Surveying has strong links with both industry and the profession. Graduates from our property and surveying programmes are highly regarded and much sought after in the work place. At the time of writing there is an under-supply of graduate surveyors available to the market and as a result employment prospects and starting salaries are excellent.

The development of graduate and employment skills

The programme is accredited by The Royal Institution of Chartered Surveyors. The curriculum is recognised as equipping graduates with knowledge, skills and competences that employers in the property industry expect. Alongside the technical subjects, the curriculum introduces students to commercial and interpersonal skills topics that illustrate the employment context of industry professionals.

The employment rate of SCES graduates, identified by first destination statistics, has been consistently more than 80%. The main contributing factors for this high result are the School's curriculum, its curriculum delivery and the opportunities for students to interact with the industry as they pursue their studies. The School is committed to maintaining, and wherever possible, improving this aspect of its provision.

Careers in the curriculum

Career Management Skills are embedded throughout the curriculum. The student's development of career management skills is supported by RICS Regional Advisors and staff who liaise with the University Careers Office as and when necessary and support students in preparation of CVs and letters of application. Visits and/or presentations from leading employers and local RICS representatives who talk to students about work in the construction industry and skills required. With these visitors, students have the opportunity to query, discuss and collect information that helps them in career decision making. A 'property specific' annual careers event based in Portland Atrium intended to facilitate SCES students with an opportunity to meet and present CVs to potential work placement and/or full time employers. (Many of the delegates/employers are ex-Portsmouth graduates).

Links with employers/alumni

Links with industry are an integral part of SCES's identity and the existing property and surveying undergraduate programmes.

The School has extensive contacts in the property industry and provides frequent and regular Current Awareness presentations; a programme of current topics and emerging issues in the field of property and surveying delivered by selected professional practitioners from leading practitioners, employers and organisations.

The School has a longstanding and active Professional Advisory Board, which meets at least once per year. The PAB comprises senior executives from leading client, contracting and consulting organisations (some of whom are alumni). It provides useful input in the design/redesign of courses and units. Furthermore, all academic staff are professionally and/or academically engaged with many and varied links with the industry and professional bodies. The above ensure that the course continues to meet the expectations of the industry.

The School of Civil Engineering and Surveying provides professional development opportunities by way of an extensive programme of CPD events that reflect good practice, emerging issues and changes in legislation. Specifically targeted at the local (SE region) professional market, the

programme is attended by property professionals who need to maintain their CPD and Life-long learning obligations. Whenever capacity permits, SCES students are welcome at CPD events.

An established alumni via MATRICS (The Junior Organisation of the RICS) where social and academic activities are organised and funded by MATRICS to facilitate the transition for our students between academic and professional worlds.

In addition to academic representation as external examiners and advisors, many SCES staff are represented on professional surveying and property accrediting organisations at both local and national level and have been involved in Knowledge Transfer Partnerships (KTP) for many years.

17. Support for Student Learning

- The Course is managed by a Course Leader
- Extensive induction programme introduces the student to the University and their course
- Each student has a personal tutor, responsible for pastoral support and guidance
- University support services include careers, financial advice, housing, counselling etc
- The Academic Skills Unit (ASK)
- The Additional Support and Disability Advice Centre (ASDAC)
- Excellent library facilities
- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections
- Student course and unit handbooks provide information about the course structure and University regulations etc
- Feedback is provided for all assessments
- Purple Door – for advice and guidance on employment issues, including CV writing and other skills development.
- Personal Development Planning (PDP) for all awards
- Professional development thread throughout the course gives opportunities for acquisition of work related competencies in a situated learning environment using 'real' work approaches.

Personal Tutors

Every student will be assigned a Personal Tutor during their first week at the university. Personal Tutors are in place to give advice, help and support on both academic and pastoral matters.

Personal Tutors for each year will be selected from the academic staff who teach core units to that year group. Half-hour group Tutor Sessions will form part of the delivery of the core unit, evenly spread over the year, as follows:

- | | |
|-------------|--|
| First Year | <ol style="list-style-type: none">1. Introduction to the Tutor System2. Academic Engagement and the Student Charter3. Introduction to Personal Development Planning4. Introduction to Assessment5. Writing Skills6. Using the Work of Other People7. Information Sources and Searching8. Preparing for Examinations |
| Second Year | <ol style="list-style-type: none">1. Introduction to the Student Placement and Employability Centre (SPEC)2. ePortfolio Review3. Updating Your CV4. The Third Year Individual Project |

- Third Year
1. Job Applications
 2. Professional Membership and Status

Students will also have two individual meetings with their Personal Tutors throughout each year, to review academic progress, PDP, and ePortfolio evidence of achievements.

Personal Development Planning

Personal Development Planning is integrated as part of the curriculum at Level 4 within the 20 credit unit Introduction to Professional Development through the School's personal tutor system and tutorial support, students are supported regularly on Personal Development Planning issues. This involves the identification of the student's strengths and weaknesses and development and implementation of strategies to address the weaknesses and to maximise the opportunities using resources internal/external to the University. The professional development theme continues throughout the three years of this course.

Work-based Learning

Although the course is designed as a three year full time provision, there are opportunities for students who obtain an industrial placement to take a year out (usually between years 2 and 3) in order to create a bespoke sandwich course. Students are supported during their placement, they will retain their personal tutor and we will maintain links with the student and their placement provider through the Personal Tutor and Course Leader.

The course is designed with a large proportion of situated learning approaches throughout the three years, but with an emphasis in the latter stages. The introduction of an integrated interprofessional project gives an opportunity to create project teams and work on potentially 'real' redevelopment schemes, thus replicating the team-based project approach which graduates will experience in the workplace.

18. Admissions Criteria

A. Academic Admissions Criteria

- 1) 270+ (although minimum 230 considered) UCAS points
- 2) GCSEs to include minimum grade C at both English and Maths
- 3) A-levels: should include 2 x 6 units,
- 4) Students may also offer more varied GNVQ and A/AS combinations, including 6-unit and 3-unit GNVQ awards.
- 5) Professional qualifications & experience: see statement below
- 6) Access courses: 65% overall (subject to RICS thresholds)
- 7) Other qualifications: Yes
- 8) Mature and International students are welcomed
- 9) RICS Thresholds to apply

B. Professional Qualifications, Experience & IELTS

Where students apply with non-standard qualifications, applications will be forwarded to the relevant admissions tutor in the School of Civil Engineering & Surveying for consideration and decision. Accreditation of Prior Experience and Learning (APEL) applicants able to provide evidence of knowledge, skills and experience gained through training courses, employment, professional development courses, voluntary work, private study and previous attendance at college and university will be assessed and given equivalent credits toward their degree. RICS Thresholds to apply (RICS 2008 Policy and Guidance on University Partnerships). Further details on APEL can be found at:

<http://www.port.ac.uk/accesstoinformation/policies/curriculumandqualityenhancement/filetodownload.11037.en.pdf>

Applicants are required to have achieved a minimum proficiency in the use of English language of IELTS 6.0. Details of equivalent alternative qualifications can be found at the following link:

<http://www.port.ac.uk/departments/studentsupport/international/englishlanguage/languagerequirements/>

C. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

<http://www.port.ac.uk/departments/studentsupport/asdac/admissionspolicyprocess/>

19. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review
- Head of School's Annual Standards and Quality Evaluative Review
- Unit and Course Level student feedback considered at Board of Studies
- Unit Assessment Board consideration of student performance for each programme
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports
- Periodic Programme Review
- Student Representatives and Student/Staff Consultative Committees
- National Student Survey
- Staff Performance and Development Review
- Peer Review and Development Framework
- Faculty Learning and Teaching Committee

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery
- Course Leader for day-to-day running of course
- Board of Studies with overall responsibilities for operation and content of course
- Head of School
- Associate Dean (Academic)
- Associate Dean (Students)
- Quality Assurance Committee
- Unit, Award and Progression Board of Examiners

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies
- Student Staff Consultative Committees
- Unit and Course level student feedback questionnaires

- University participates in external student surveys, eg National Student Survey (NSS), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB)

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance
- Annual staff performance and development reviews match development to needs
- Managers undertake a variety of management development programmes
- New academic staff required to undertake PgCert Learning and Teaching in Higher Education
- All academic staff encouraged to seek Higher Education Academy membership
- Academic staff new to teaching required to undertake Initial Professional Development Programme (iPROF)
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages

20. Assessment Strategy

Level 4

The assessment approach for each of the Level Four units has been designed to enable students to practise and build confidence in their abilities, which will be required throughout the remainder of the programme, to acquire transferable and analytical skills and begin to develop an understanding of the fundamental concepts of the various disciplines with particular emphasis on how those skills relate to property development. A mix of different assessment styles are employed at Level Four. The nature of the discipline lends itself particularly to practical coursework and portfolio based assessment but essays and traditional written exams are also included.

Level 5

Essential problem-solving skills and technologies, introduced at Level Four, are developed and extended such as: construction technology, energy efficiency, sustainability, financial management, structural stability, property valuation. Practical assessment in core units is developed through the use of more complex problems than those at Level Four, supported by more sophisticated portfolios and a range of report and examination types. Optional units will enable students to be assessed in a variety of ways in areas that are of particular individual interest.

Level 6

Students will be required to demonstrate higher level skills of analysis, synthesis, critical judgement and evaluation along with comprehensive knowledge and understanding of the relevant areas of property development in the assessment of Level Six units. The Final Year Dissertation provides for a substantial individually researched, defined and constructed artefact on a construction topic related to Quantity Surveying. This is intended to satisfy the learning outcomes of the programme in a way that demonstrates the student's work, approach and achievement with an accompanying report. Optional units will enable students to develop and demonstrate their skills in aspects of the programme of particular individual interest.

Formative assessment methods are used throughout the course to provide feedback to students in order to help them improve their work. This may be in the form of peer-graded tasks built into learning sessions, such as quizzes or in-class tests which are designed to help students focus on the areas where they need the most attention. Several units throughout the degree programme include presentations, upon which students are invited to reflect on their own performance in conjunction with their tutors.

Many of these processes are based on real life situations and are intended to increase student's appreciation of their own work within the context of the construction industry as a whole.

21. Assessment Regulations

Standard university rules apply (see [Assessment and Regulations](#)). The University rules meet the requirements of the Royal Institution of Chartered Surveyors with regard to assessment of this course.

22. Role of Externals

Subject External Examiners who will:

- oversee unit assessment and usually attend Unit Assessment Boards;
- approve unit assessment strategy;
- sample assessment artefacts;
- present report to Unit Assessment Boards.

Award External Examiners (usually also a Subject External Examiner) who will:

- oversee and attend Award/Progression Boards;
- scrutinise and endorse the outcomes of assessment;
- ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom.

23. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

The Royal Institution of Chartered Surveyors (RICS Pathway) - April 2010

Board of Quantity Surveyors Malaysia (BQSM Pathway) - February 2010

B. Periodic Programme Review (or equivalent)

The undergraduate Property Development and Quantity Surveying programmes in the School underwent a successful review, confirming fitness of purpose and effective annual monitoring and review processes at programme level.

C. Others

None.

24. Other Sources of Information

Other sources of information may be found in:

- Course Approval Document
- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Undergraduate Prospectus
- Assessment Regulations
- [University of Portsmouth](#) and [School of Civil Engineering and Surveying](#) websites

25. Unit Assessment Map

UNITS						COURSEWORK				EXAMINATION			
Level	Name	Code	Credit	Delivery	Core/ Option	Total %	Type of Artefact	Duration/ Length	Weighting %	Total %	Open/ Closed	Duration (hrs)	Weighting %
4	Introduction to Professional Development	U22300	20	Year	Core	100	Portfolio	1,000 words	50				
							Group Poster Presentation	2 hours	50				
4	Construction Design and Sustainability	U22303	20	Sep-Dec	Core	50	Illustrated building case study	1,500 words	50	50	Open	1	50
4	Introduction to Building Measurement	U22297	20	Jan-Mar	Core					100	Closed	2	100
4	Introduction to Law for the Built Environment	U22296	20	Year	Core	100	In Class Test (Multiple choice)	1 Hour	20				
							Problem based assignment	500 words	30				
							Problem based assignment	500 words	50				
4	Property Economics and Financial Accounting	U22298	20	Year	Core					100	Part pre-release	2	100
4	Introduction to Property Valuation	U22299	20	Year	Core	50	Property Valuation & Analysis	1,500 words	50	50	Closed	1.5	50
5	Professional Development (H&S & People Skills)	U22306	20	Year	Core	40	Group Presentation	30 minutes	10	60	Closed	2	60
							In-Class simulation	1 Hour	30				
5	Procurement & Precontract Practice	U22385	20	Sep-Dec	Core	40	Group Presentation	10 - 20 minutes	20	60	Closed	2	60
							Report	1,000 words	20				
5	Tender Document and Measurement	U22329	20	Year	Core	50	Tender document preparation	2,500 words	50	50	Closed	1.5	50
5	Property Valuation & Specialised Applications	U22324	20	Jan-Mar	Core	30	Report	1,000 words	30	70	Closed	2	70
5	Quantitative Methods for Property Studies	U22339	20	Year	SCO	50	Problem based analysis & report	2,500 words	50	50	Computer based	1.5	50
5	IT for Quantity Surveying	U22330	20	Year	SCO (RICS)	100	Portfolio of computer generated construction documents including electronic files.	2,500 words	70				
					Core (BQSM)		Group presentation (Peer assessed and tutor assessed)	20 – 30 minutes	30				

UNITS						COURSEWORK				EXAMINATION			
Level	Name	Code	Credit	Delivery	Core/Option	Total %	Type of Artefact	Duration/Length	Weighting %	Total %	Open/Closed	Duration (hrs)	Weighting %
5	Building Technology & Energy Efficiency Management	U22314	20	Year	Option	50	Illustrated building case study	1,250 words	25	50	Open	1.5	50
							Group Presentation (20 – 30 Mins)	1,250 words	25				
5	Heritage Property	U22317	20	Year	Option	100	Group presentation	15 min	40				
							Group Report	1,000 words	60				
5	Property Investment and Development	U22315	20	Year	Option	100	Coursework	2,500 words	30				
							In Class Assessment	1 Hour	70				
5	Introduction to Project Management Principles	U22311	20	Year	Option	40	Coursework	2,000 words	40	60	Closed	2	60
5	International Built Environment Fieldwork	U22333	20	Year	Option	100	Field survey & analysis	2,500 words	80				
							Group Presentation	30 Minutes	20				
6	Applied Professional Awareness	U22404	20	Year	Core	100	Professional Log Book	4,000 words	100				
6	Research Methods & Dissertation	U22399	40	Year	Core	100	Research Proposal	2,000 words	25				
							Dissertation	8,000 words	75				
6	Integrating Interprofessional Project	U22400	20	Year	Core	100	Individual submission	1,000 words	40				
							Group submission	1,000 words	30				
							Group submission	1,000 words	30				
6	Project Management for Surveyors	U22391	20	Year	SCO	40	Individual report submission	2,000 words	40	60	Closed	2	60
6	Measurement, Tender Documentation and Quantity Surveying Practice	U22509	20	Year	SCO	40	Bill of Quantities and tender documentation production	2,000 words	40	60	Closed	2	60
6	Contract Administration, Claims Management and Dispute Resolution	U22506	20	Year	SCO	50	Individual report submission	2,000 words	50	50	Closed	2	50

26. Unit Learning Outcomes Map¹

UNITS						LEARNING OUTCOMES																																				
Level	Name	Code	Credit	Delivery	Core/ Option	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	A 10	B 1	B 2	B 3	B 4	B 5	B 6	B 7	C 1	C 2	C 3	C 4	C 5	C 6	C 7	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8					
4	Introduction to Professional Development	U22300	20	Year	Core	X	X				X		X	X							X	X		X	X		X		X	X	X								X			
4	Construction Design and Sustainability	U22303	20	SC Sep	Core		X	X	X		X	X		X				X		X	X			X	X	X		X		X	X	X		X								
4	Introduction to Building Measurement	U22297	20	SC Jan	Core					X			X		X	X				X				X			X			X	X	X							X			
4	Introduction to Law for the Built Environment	U22296	20	Year	Core		X	X	X		X	X	X	X	X	X		X	X		X	X	X	X	X			X	X	X							X					
4	Property Economics and Financial Accounting	U22298	20	Year	Core	X	X			X	X				X	X	X	X	X	X	X	X			X	X	X		X		X	X	X									
4	Introduction to Property Valuation	U22299	20	Year	Core	X	X	X		X			X		X						X	X			X	X	X	X	X		X		X	X	X	X						
5	Professional Development (H&S & People Skills)	U22306	20	Year	Core	X	X	X	X		X	X		X	X		X	X	X			X	X	X		X	X	X		X	X	X							X			
5	Procurement & Pre-contract Practice	U22385	20	Jan-Mar	Core	X				X						X	X	X	X	X				X	X	X		X								X	X	X				
5	Tender Documentation and Measurement	U22329	20	Jan-Mar	Core					X			X		X						X				X			X			X	X	X							X		
5	Property Valuation & Specialised Applications	U22324	20	Jan-Mar	Core	X	X	X		X	X						X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X		
5	Building Technology and Energy Efficiency Management	U22314	20	Year	Option		X	X	X		X	X	X	X	X		X	X			X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X		
5	Quantitative Methods for Property Studies	U22339	20	Year	SCO					X	X	X									X	X			X		X			X	X	X	X	X	X	X	X	X	X	X		
5	IT for Quantity Surveying	U22330	20	Year	SCO (RICS) Core (BQSM)	X				X					X		X		X						X		X				X	X	X	X					X	X	X	
5	Heritage Property	U22317	20	Year	Option	X	X	X	X	X	X	X		X	X	X		X	X	X	X	X	X		X	X	X	X	X		X									X	X	
5	Property Investment & Development	U22315	20	Year	Option	X	X	X		X	X		X	X		X	X	X	X		X	X		X	X		X	X		X	X	X							X	X		
5	Introduction to Project Management Principles	U22311	20	Year	Option	X				X																				X	X											

¹ A = Knowledge and Understanding; B = Cognitive (Intellectual) Skills; C = Practical (Subject Specific) Skills; D = Transferable Skills

UNITS					LEARNING OUTCOMES																																		
Level	Name	Code	Credit	Delivery	Core/ Option	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	A 10	B 1	B 2	B 3	B 4	B 5	B 6	B 7	C 1	C 2	C 3	C 4	C 5	C 6	C 7	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8		
5	International Built Environment Fieldwork	U22333	20	Year	Option	X	X	X	X					X	X		X	X		X	X	X				X		X	X	X							X	X	X
6	Applied Professional Awareness	U22404	20	Year	Core	X	X	X	X		X		X	X	X	X	X	X	X		X	X				X			X	X							X		X
6	Research Methods & Dissertation	U22399	40	Year	Core	X	X	X						X	X				X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X			
6	Integrating Interprofessional Project	U22400	20	Year	Core	X	X	X	X	X	X	X	X	X	X		X	X			X		X			X			X	X									X
6	Project Management for Quantity Surveyors	U22391	20	Year	SCO			X	X	X			X		X	X	X	X	X	X	X	X	X	X	X				X							X		X	
6	Measurement, Tender Documentation and Quantity Surveying Practice	U22509	20	Year	SCO			X		X	X		X		X	X	X	X	X	X	X	X	X	X	X		X		X	X	X	X	X	X	X				X
6	Contract Administration, Claims Management and Dispute Resolution	U22506	20	Year	SCO			X	X	X	X		X		X	X	X	X	X	X	X	X	X	X				X									X		X

27. QAA Benchmark Statements, Learning Outcomes & RICS Core Competencies Map

SUBJECT KNOWLEDGE AND UNDERSTANDING						
Threshold standard:	Typical Standard *:	Learning outcomes (PSD – section 14)	RICS Core Competencies	Units which contribute to this standard		
				Level 4	Level 5	Level 6
recognise the nature of the relevant specific discipline and its relationships within the context of the subject	recognise and anticipate the need for change in the relevant discipline and perceive future trends leading to the formation of informed questions	A2, A3, A4, A5, A6, A7, A8, A9, A10 C1, C2, C3 D2, D5, D6, D7, D8		U22296 U22300	U22306 U22311 U22314 U22315 U22324 U22385	U22391 U22400 U22404 U22506 U22509
describe and apply a range of relevant key concepts, theories and principles	describe and examine a range of key concepts and theoretical approaches and evaluate their effective application	A1, A3, A4, A5, A6, A7, A8, A9, A10 B5 C2 D1, D2		U22296 U22297 U22298 U22299 U22300 U22303	U22306 U22311 U22314 U22315 U22317 U22324 U22330 U22333 U22339 U22385	U22391 U22399 U22400 U22404 U22506 U22509
identify and recognise relevant issues and why they are important	analyse the relative importance of relevant issues and their future application	A2 B1, B2, B3, B4, B5, B7, C1, C2, C3, C7 D2, D5, D6, D7, D8		U22296 U22297 U22298 U22299 U22300 U22303	U22306 U22311 U22314 U22315 U22317 U22324 U22330 U22333 U22339 U22385	U22391 U22399 U22400 U22404 U22506 U22509

Threshold standard:	Typical Standard *:	Learning outcomes (PSD – section 14)	RICS Core Competencies	Units which contribute to this standard		
				Level 4	Level 5	Level 6
recognise and apply all relevant aspects of management and other specialisms within the context of regulatory requirements, the needs of society and ethical correctness	evaluate and make judgements about all relevant aspects of management and other specialisms within the context of regulatory requirements, the needs of society and ethical correctness	A1, A2, A3, A4, A5, A6, A7, A8, A9, A10 B1, B2, B3, B7 C1, C2, C3 D2, D5, D6, D7, D8		U22296 U22297 U22298 U22299 U22300 U22303	U22306 U22311 U22314 U22315 U22317 U22324 U22329 U22330 U22333 U22339 U22385	U22391 U22404 U22506 U22509
select and apply ICT applications appropriate to the discipline	select and evaluate ICT applications appropriate to the discipline and evaluate and present original strategies to carry out a particular task	A1, A5, A10 B2, B4 C3, C5 D2, D3, D4, D5		U22300	U22330 U22306 U22314	U22391 U22509
present original ideas and reflections via a range of methods to convey appropriate standards of literacy and the use of numeric data		B1, B2, B4, B6 C1, C2, C3, C5, C6, C7 D1, D7		U22296 U22297 U22298 U22299 U22300 U22303	U22306 U22311 U22314 U22315 U22317 U22324 U22329 U22330 U22333 U22339 U22385	U22391 U22399 U22400 U22404 U22506 U22509

Threshold standard:	Typical Standard *:	Learning outcomes (PSD – section 14)	RICS Core Competencies	Units which contribute to this standard		
				Level 4	Level 5	Level 6
identify and explain the nature of the various working interactions and relationships in a professional context.	analyse working relationships and interactions and evaluate their own strengths and weaknesses in a professional context.	A2 B1, B2, B5 C1, C2, C3, C4 D1, D8		U22296 U22300	U22306 U22311	U22391 U22404 U22506 U22509
SUBJECT-SPECIFIC SKILLS						
survey, map and test specified characteristics of the natural and built environment	identify, survey, map and test relevant characteristics of the natural and built environment	A1, A2 B1, B7 C1, C2, C3, C4, C5, C6, C7 D2, D7	T010 T022	U22300 U22303	U22306 U22314 U22317 U22333	U22391 U22399 U22400 U22404
understand strategies and the requirements of environmental sustainability	analyse strategies and assess environmental sustainability	A4, A9 B2, B6, B7 C1 D5		U22303	U22306 U22314 U22333	U22399 U22400 U22404
understand organisational strategies and processes in a relevant industry	contribute to the development of organisational strategies and processes in a relevant industry	A1, A2, A8 B1, B2, B3, B4, B5, B6, B7 C1, C2, C3, C4 D5		U22298 U22300	U22306 U22311 U22314 U22315	U22404 U22506 U22509
identify project requirements and the processes for project development	identify and agree project requirements and coordinate the project development process	A1, A2, A4, A6, A8 B1, B2, B3, B4, B6 C1, C2, C3, C4 D1, D2	T010 T022	U22296 U22298 U22303	U22306 U22329 U22385	U22391 U22399 U22400 U22404
investigate factors affecting potential developments	investigate and assess factors affecting potential developments	A2 B1, B6, B7 C2, C3, C4, C5 D1, D2		U22298 U22303	U22306 U22311 U22314 U22315 U22385	U22391 U22399 U22400 U22404

Threshold standard:	Typical Standard *:	Learning outcomes (PSD – section 14)	RICS Core Competencies	Units which contribute to this standard		
				Level 4	Level 5	Level 6
understand the financial and cost factors affecting development projects	assess the financial and cost factors affecting development projects	A5, A6, A7 B2 C1 D4, D5	T010 T022 T062 T067 T074	U22297 U22298 U22299	U22311 U22315 U22339 U22385	U22506 U22509
develop project designs and documentation	develop, prepare and agree project designs and documentation	A8 B1, B2, B3, B4 C1, C3, C4 D1, D5, D6, D7, D8	T010 T017 T062 T067	U22297 U22300 U22303	U22311 U22329 U22385	U22506 U22509
understand procurement and contract processes	implement procurement and contract processes	A8 B1, B2, B3, B4 C1, C3, C4 D1, D5, D6, D7, D8	T062	U22297	U22311 U22339 U22385	U22506 U22509
understand construction and installation operations	plan construction and installation operations	A2, A6, A8 B2, B3, B4, B6 C1, C2, C3, C4, C6 D1, D5, D7	T010 T013	U22300 U22303	U22311 U22314	U22391 U22506 U22509
understand the processes for the control of work within projects	control work and manage project completion	A2, A6, A8 B2, B3, B4, B6 C1, C2, C3, C4, C6 D1, D5, D7	T010 T022 T017 T067	U22300 U22303	U22306 U22311 U22385	U22391 U22506 U22509
identify the reasons for disputes	determine the resolution of disputes	A1, A3, A6, A8 B1, B2, B3, B4 C1, C2, C3, C4, C5 D1, D4, D5, D7, D8	T017	U22296	U22385	U22506 U22509
produce basic valuations of built assets	value and assess built assets on the basis of a variety of relevant factors	A5, A6, A7 B2 C1 D4, D5	T010 T067 T074	U22298 U22299	U22324	U22509

Threshold standard:	Typical Standard *:	Learning outcomes (PSD – section 14)	RICS Core Competencies	Units which contribute to this standard		
				Level 4	Level 5	Level 6
contribute to the processing of property transactions and agreements	manage the process of property transactions and agreements	A3, A5 B1, B2 C1, C2, C3 D1, D4, D6, D7, D8	T010 T017	U22298 U22299	U22324 U22385	
plan and control the use and maintenance of property, systems and services	plan, control and manage the use and maintenance of property, systems and services	A1, A2, A3, A4 B2, B4, B6 C1, C2, C3 D1, D4, D5	T013	U22300 U22303	U22306 U22314	U22404
investigate questions and problems of a routine nature and devise solutions	investigate questions and problems of a non-routine and unfamiliar nature and devise solutions	A10 B1, B2, B3, B4, B5 C1, C2, C3, C6, C7 D1, D5		U22296 U22297 U22298 U22299 U22300 U22303	U22306 U22311 U22314 U22315 U22317 U22324 U22329 U22330 U22333 U22339 U22385	U22391 U22399 U22400 U22404 U22506 U22509
participate in teams in the context of effective professional practice	manage teams and develop good working relationships and professional practice	A10 B1, B2, B3, B4, B5 C1, C2, C3, C6, C7 D1, D5		U22300	U22306	U22391 U22404

Threshold standard:	Typical Standard *:	Learning outcomes (PSD – section 14)	RICS Core Competencies	Units which contribute to this standard		
				Level 4	Level 5	Level 6
GENERIC SKILLS:						
use methods for acquiring knowledge and apply appropriate research strategies and methods	evaluate the appropriateness of various methods of knowledge acquisition and select appropriate research methods	A10 B1, B2, B3, B4, B5, B7 C1, C2, C3, C5, C6, C7 D5, D6		U22296 U22297 U22298 U22299 U22300 U22303	U22306 U22311 U22314 U22315 U22317 U22324 U22329 U22330 U22333 U22339 U22385	U22391 U22399 U22400 U22404 U22506 U22509
gather and summarise information, cite evidence and make judgements about merits, contrast points of view and develop ensuing discussion, making judgements of a routine nature	evaluate a range of sources, including current research, draw on evidence to reflect and evaluate competing explanations to draw appropriate conclusions	A10 B1, B2, B3, B4, B5, B7 C1, C2, C3, C5, C6, C7 D5, D6		U22296 U22297 U22298 U22299 U22300 U22303	U22306 U22311 U22314 U22315 U22317 U22324 U22329 U22330 U22333 U22339 U22385	U22391 U22399 U22400 U22404 U22506 U22509
understand interpersonal relationships and understand and apply leadership, teamwork and self-development	select and evaluate strategies to encourage and improve leadership, interpersonal relations, group dynamics and self-development	A2, A8 B3, B4, B6 C2, C3, C4 D1, D5, D7		U22300	U22306 U22311 U22385	U22391 U22400 U22404 U22506 U22509

Threshold standard:	Typical Standard *:	Learning outcomes (PSD – section 14)	RICS Core Competencies	Units which contribute to this standard		
				Level 4	Level 5	Level 6
demonstrate a basic understanding of the workings of business and other types of organisation	demonstrate an understanding of the short and long-term needs of businesses and other types of organisation	A3 B1, B2 C1, C2, C3 D1, D4		U22298 U22300	U22311 U22315	U22404
summarise and use a range of appropriate means of communication, including information technology for a particular topic or audience	select and use effectively a range of appropriate means of communication including information technology	A10 B2, B3, B4, B6 C1, C2, C3 D1, D2, D3, D7		U22296 U22297 U22298 U22299 U22300 U22303	U22306 U22330	U22404 U22509
make judgements of a routine nature	make judgements of a non-routine nature in unfamiliar situations	A10 B1, B2, B3, B4, B5 C1, C2, C3, C6, C7 D1, D5		U22296 U22297 U22298 U22299 U22300 U22303	U22306 U22311 U22314 U22315 U22317 U22324 U22329 U22330 U22333 U22339 U22385	U22391 U22399 U22400 U22404 U22506 U22509

*Where no typical standard is shown, the threshold standard applies.