1. **Title of the module**

QUSU4004 Introduction to the Construction Industry

1. **School or partner institution which will be responsible for management of the module**

Centre for Higher and Degree Apprenticeships (CHDA)

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

 Level 4

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

This module is being taught as part of the BSc (Hons) Quantity Surveying being delivered through a part-time distance learning approach.

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BSc (Hons) Quantity Surveying, Certificate in Quantity Surveying.

1. **The intended subject specific learning outcomes.**

On successfully completing the module students will be able to:

1. Demonstrate a good awareness of the roles and responsibilities of members of construction teams and codes of professionalism, including ethical behaviour, collaboration and equality and diversity.
2. Evidence a basic understanding of the path for construction projects, from concept to completion, with reference to Royal Institute of British Architects (RIBA) Plan of Work.
3. Demonstrate insight into the development of the construction industry and the evolution of sectors within the industry: education, industrial, residential, commercial, retail, etc.
4. Identify historical styles of buildings with reference their structures, materials, technology and aesthetic qualities.
5. Analyse the relationship between construction and society, politics and economics with reference to iconic and other construction projects.
6. **The intended generic learning outcomes.**

On successfully completing the module students will be able to:

1. Evidence developing research skills.
2. Engage in the basic analysis of information.
3. Employ developing communication skills.
4. Present evidence of structured arguments.
5. **A synopsis of the curriculum**

The module introduces students to academic study skills through the investigation of the structure of the construction industry and the roles and responsibilities of those employed within it. It introduces the path of construction projects, highlighting the role of the quantity surveyor within this process, referenced to the RIBA stages of construction. Through the investigation and analysis of iconic and other construction projects, it explores the relationship between construction, politics, society and economics. It also provides a guide to the historic development of the construction industry, the relationship between technologies, materials and aesthetics and the wider contexts within which the construction industry operates.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

|  |  |
| --- | --- |
|  Yorke, T.(2017). *How to Date Buildings: An Easy Reference Guide.* Countryside Books |  |

 Friedman, D. (2010) *Historic Building Construction: Design, Materials, and Technology.*New York: WW Norton

 [Morton](https://www.amazon.co.uk/Ralph-Morton/e/B001HOV9IA/ref%3Ddp_byline_cont_book_1), R, and, [Ross](https://www.amazon.co.uk/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&text=Andrew+Ross&search-alias=books-uk&field-author=Andrew+Ross&sort=relevancerank), A. (2007). *Construction UK: Introduction to the Industry.*

 Wiley-Blackwell

 C.D. Cragoe (2008). *How to Read Buildings: A Crash Course in Architecture*

 Herbert Press Ltd

1. **Learning and teaching methods**

The total study time for this module is 150 hours incorporating online e-learning, work-based experience and private study.

Teaching is delivered as distance learning. Virtual learning environment (VLE)-delivered e-activities, VLE-delivered work activities serve to reinforce material presented online and also relate directly to the learning objectives. These are specifically based on enabling students to relate their theoretical knowledge to the workplace.

Work-based experience serves to reinforce and provide real-life context to the material being delivered in the module.

Private study encompasses the revising of all material presented in the above various forms of teaching and learning, together with the opportunity to explore and read more widely around specific topics.

1. **Assessment methods**
	1. Main assessment methods

 Written assignment 50% - 1000 words

 Written assignment 50% - 1000 words

* 1. Reassessment methods

 Like for like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| *Teaching* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Work based experience* | **x** |  |  |  | **x** | **x** |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Written Assignment*  | **x** | **x** | **x** |  |  | **x** | **x** | **x** | **x** |
| *Written Assignment*  |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Centre recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B, Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum.

b) Learning, teaching and assessment methods.

1. **Campus(es) or centre(s) where module will be delivered**

Distance

1. **Internationalisation**

The scope of the modules investigation into the history of construction and contemporary practices includes a significant international dimension. The comparison of construction projects from a variety of global locations and contexts enables comparative analysis to take place that broadens the perspectives of students highlighting the international nature of the industry.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  23 Jan 19 | New | Sept 19 | New |   |
|  |  |  |  |  |