1. **Title of the module**

QUSU6000 Quantity Surveying Client *vs.* Contractor Perspective

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

Centre for Higher and Degree Apprenticeship

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

 Level 6

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

1. **The intended subject specific learning outcomes.**
On successfully completing the module students will be able to:
2. Differentiate and describe client-side project life cycle versus the contracting life cycle.
3. Understand and explain the different commercial contexts of clients and contractors and the aim of their respective business cases.
4. Critically analyse the needs of clients as opposed to those of contractors and the impact this has on their approach to project management.
5. Analyse and evaluate the impact of cost benefit and profit on clients and contractor’s perceptions of value within construction projects.
6. Analyse and evaluate the nature and distribution of risk and risk management between clients and contractors.
7. **The intended generic learning outcomes.**On successfully completing the module students will be able to:
8. Effectively use comparative analysis.
9. Determine the goals and ambitions of others.
10. Evaluate and analyse contextual information.
11. Apply concepts that inform decision making.
12. Evaluate risk.
13. **A synopsis of the curriculum**

The difference between client side and contractor side goals and motivations are important factors to take into account, whatever side of the equation you are on. Understanding their different perceptions about the commercial context of projects and the methodologies they employ will enhance the possibility of collaborative working and risk management. The module explores these alternative viewpoints including analysis of their respective business cases, the relation between profit and value, understanding of risks, and their contractual relationship.

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

# Towey, D. (2017). *Construction Quantity Surveying: A Practical Guide for the Contractor's QS.* Wiley Blackwell

# Ruther, D. (2018*). Construction Contractors: Advanced Issues (AICPA).* Wiley

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 a distance learning approach. 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.

1. **Assessment methods**
2. Main assessment:

Multiple Choice Question Examination - 20% - 1 hour

 Presentation - 80% - 20 minutes

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* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Teaching | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** |  |
| Work based experience | **x** | **x** |  |  | **x** | **x** | **x** |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *MCQ Examination* | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| *Presentation* | **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**

Insights into the relationship between client side and contractor side goals and aims within construction projects are transferable to the international and global stage, where commercial imperatives and employer, contractor relationships exist.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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) |
|  24 Jan 19 | New | Sept 19  | New |   |
|  |  |  |  |  |