1. **Title of the module**

QUSU6001 Construction: Extended Research Project

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

Centre for Higher and Degree Apprenticeships

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**

45 credits (22.5 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) in Quantity Surveying

1. **The intended subject specific learning outcomes.**  
    On successfully completing the module students will be able to:

1. Identify a suitable research topic and engage in sustained and in-depth, advanced, professional research of an aspect of the construction industry.
2. Demonstrate the writing and literature management skills necessary to structure, progress and produce a dissertation which reviews an area of enquiry, with reference to methodology, implementation and outcomes within a work-related context.
3. Draw upon an authoritative and pertinent literature base and primary sources where applicable.
4. Apply theoretical ideas to the examination of aspects of the construction industry.
5. Analyse and critically assess evidence derived from research findings.
6. Demonstrate an understanding of professional and ethical considerations appropriate to their workplace setting.
7. Demonstrate the ability to formulate conclusions and communicate following academic conventions.

1. **The intended generic learning outcomes.**On successfully completing the module students will be able to:
2. Formulate and present concise logical arguments that draw upon sustained in depth research.
3. Critically analyse arguments, assumptions, concepts and data, and where applicable, propose solutions to problems and issues arising from the analysis.
4. Demonstrate the capacity for autonomous learning, develop new and/or existing skills, and acquire new competencies commensurate with assuming greater personal responsibility.
5. Apply theoretical ideas to work related contexts.
6. Demonstrate sophisticated written and oral communication skills that adhere to academic conventions.
7. **A synopsis of the curriculum**

The construction industry is evolving rapidly. Government policy, new technologies, macro and micro economics, challenging environmental expectations, codes of conduct and professional working practices, alongside other factors are impacting on the industry. The opportunity therefore, to explore, in an extended sustained research project, an aspect of professional practice and the factors that influence it, is an important one. The module supports students to develop the skills required to engage in research and the systematic recording of information, identify and use qualitative and quantitative research, engage in a literature review, analyse and evaluate evidence, appropriately use evidence to structure argument, recognise and apply theory and critical discourses where appropriate and formulate conclusions.

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

Aveyard, Sharp and Wooliams (2011) *A beginner’s guide to critical thinking and writing,* Open UniversityPress.    
Bell, J. (2005) *Doing your Research project, Buckingham*, Open University Press.

Oliver, P (2010) The Student's Guide to Research Ethics, London: Open University Press.

1. **Learning and teaching methods**

This module equates to 450 hours of activity and it is anticipated that 300 of these hours will be work-based activity on a project directed to achieving company benefit.

Regular supervision will ensure that students get started early on the selection of a research problem and meet target dates which will be set for the completion of the different phases of the work. Supervisors will be allocated on the basis of the topics chosen. There will be close supervision by the supervisor. The supervisor will be responsible for advising on the choice of topic (feasibility, availability of literature), the choice of research methods and techniques, their implementation, and on the analysis and writing up of the results. A resource collection of dissertations will be built up so that students can learn from past experience. Staff comments attached to previous dissertations will help students identify strengths and weaknesses, and help them act as a learning resource

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

Project plan – 10% - 250 words

Research project report – 70% - 8,000 words

Presentation – 20% - 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* | *8.6* | *8.7* | *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** | **x** | **x** |
| Teaching | **x** | **x** | **x** | **x** |  |  | **x** |  |  |  | **x** |  |
| Work based project | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *Research project report* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Project plan* | **x** | **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**

The scope of the dissertation extended research module includes opportunities to explore a wide range of topics including the international dimensions of the construction industry, such as: the macroeconomic context, collaborating in international arenas, ethics and global supply chain management and environmental design.

**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 |  |
|  |  |  |  |  |