1. **Title of the module**

QUSU6005 Internationalisation and Collaboration in Quantity Surveying

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**

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. Evaluate the mechanisms and strategies that promote collaborative practices and mitigate the likelihood of disputes, including contractual changes and revisions of legislation.
3. Understand the process of ‘Novation’ and how this may enhance the collaborative context of construction projects.
4. Analyse the distribution of risk within contracts and contexts that promote collaborative working, including the management of liabilities and insurance.
5. Critically analyse and assess the impact of ‘cultural difference’ and ‘alternative methods of working’ have on the planning and implementation of construction in international contexts.
6. Analyse and assess the impact of international standards for consistency such as the International Land Measurement Standard (ILMS), International Construction Measurement Standard (ICMS), International Property Measurement Standard (IPMS) and International Ethics Standard (IES).

1. **The intended generic learning outcomes.**On successfully completing the module students will be able to:
2. Demonstrate analytical and strategic thinking.
3. Engage in in-depth research.
4. Analyse information and effectively structure communications.
5. Evaluate the effectiveness of procedures and agreements.
6. **A synopsis of the curriculum**

The political, economic, social and technological environments for construction are constantly changing, while collaboration and international standardisation offer some security in these turbulent times. The module, therefore, focuses on the mechanisms and strategies that promote collaboration. It examines processes and procedures within the construction industry where collaboration may be enhanced and the potential impact this has on risk. Wider international perspectives are also analysed, including managing perceptions and realities of cultural difference and how international standardisation and internationally agreed policies may provide for a common language and shared ethical expectations.

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

Godwin, W. (2013)*. International Construction Contracts: A Handbook.* Wiley Blackwell

Mawhinney, M. (2009*). International Construction*. John Wiley and Sons

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:

Written assignment 70% - 2,500 words

 Poster 30%

B. 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** | **x** | **x** |
| Teaching | **x** | **x** | **x** | **x** | **x** |  |  |  | **x** |
| Work based experience | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Written Assignment*  | **x** | **x** | **x** |  |  | **x** | **x** | **x** | **x** |
| *Poster* |  |  |  | **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 delivere**

Distance

1. **Internationalisation**

The module focuses on strategies and mechanisms that may be employed in the construction industry to foster collaborative team working. Issue identified that impact on the success of international collaborations form a significant part of the module content**.**

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