# University of Huddersfield

# Programme Specification

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| 1 | Awarding institution/body | University of Huddersfield |
| **2** | **Teaching institution**  | University of Huddersfield |
| **3** | **School and Department** | School of Arts and HumanitiesDepartment of Design and Built Environment |
| **4** | **Course accredited by** |  |
| **5** | **Mode of delivery** | Full-time or sandwich |
| 6 | Final Award | BSc(Hons) Quantity Surveying  |
| 7 | Course title | BSc(Hons) Quantity Surveying |
| 8 | UCAS code |  |
| **9** | **Subject benchmark statement** | QAA Benchmark statement - **Land, Construction, Real Estate and Surveying - 2019** |
| 10 | Date of Programme Specification Approval | July 2023 |

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| **11** | Educational Aims of the CourseThe course aims include both the University of Huddersfield Graduate Attributes for all taught degree courses and specific course aims for the named award/s.All taught degree courses enable graduates to develop the following attributes core to the University of Huddersfield.University of Huddersfield Graduate AttributesSelf-motivatedCommercially awareEnterprisingResilientAn effective collaboratorA confident leaderGlobally and socially awarePlans growth and developmentThis course is developed with the intention of preparing the students to undertake quantity surveying related roles within the construction industry. . The students will experience the delivery of industry relevant and technology rich course content whereby the future graduates will not only be highly employable but also equipped with the knowledge on contemporary digital technologies available within their respective professions. Within this context students will also develop excellent leadership skills, as well as skills in Lean Construction and Building Information Modelling (BIM), to deal with the complexities of collaborative projects with an understanding of the regulatory environment and investment decisions. The course has a particular focus on digital technology, which is embedded throughout the course, ensuring students are at the cutting edge of the modern construction environment and equipped with necessary skills to respond the UK government mandate on BIM by 2016.The Quantity Surveying course aims to provide the student with knowledge and exposure in a wide range of approaches and techniques related to the Quantity Surveying profession. While the Quantity Surveyors’ primary task is to manage costs and value within both the design and construction phases, their involvement in the construction process includes managing construction contracts, advice on construction procurement methods, managing risks (specifically from the cost and value point of view) of construction projects and quantifying construction work.Continued investment in facilities such as access to industry standard methods of measurement, building regulations, cost and project management software, building information modeling software, cost and price databases, standard forms of contracts and other general facilities in the department will provide a rich learning environment for students to develop a personal working knowledge which will not only help them to develop traditional Surveying related work skills but also skills related to the modern work practices using digital technologies and tools. This course also takes the view that construction industry could benefit from a process oriented rather than a functionally oriented workforce. As such, the learning environment for the students for this course is developed in such a way that they interact with other built environment professionals and appreciate their roles within the overall construction process. To this end, for example, the students will engage in a collaborative project, where they will work with students from one other built environment discipline course to address a common practice-based challenge. The course curriculum reflects the way in which the balance between the core traditional skills (such as Measurement and Quantification) of the Quantity Surveying profession and the future advancements in areas such as digital technologies can be maintained within an educational programme. The ethos of the course is to develop industry ready Quantity Surveying graduates with the required core skills demanded by the industry who are equally capable of utilizing the modern technologies to shape the future of the Quantity Surveying profession within the construction industry. To this end, the course content has been developed in accordance with the requirements of the Royal Institute of Chartered Surveyors (RICS) and Chartered Institute of Building (CIOB) with the view of obtaining the accreditation of respective professional bodies for this course. Accordingly, the course aims to ensure that, for the final award, the student achieves academic and professional standards as laid-out in the QAA Benchmark Statement relevant to Construction, Property and Surveying, RICS professional requirements and CIOB education frameworks.The aims of the programme are therefore:1. To develop in students a range of technical, managerial, intellectual, personal and team working skills and approaches relevant to the Quantity Surveying profession transferable to a wider range of solutions as the context demands.
2. To provide a range of modules and projects, which can be integrated to stimulate and foster the theoretical and practical skills, professional awareness and expertise related to the relevant professions.
3. To allow students to explore a wealth of new and upcoming technologies which are capable of transforming the techniques, practices and processes of the relevant professions.
4. To create the foundation for and make the students inquisitive about the subject matter and professional ethics so that a culture of life long and self-learning will be created within each individual student, so that they value the continuous professional development in their respective careers.
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| **12** | **Intended Learning Outcomes** |
| The course provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas: |

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| ***Knowledge and Understanding Outcomes*** |
| 1. Knowledge of the key concepts, theories and principles of Quantity Surveying profession, including measurement and quantification, whole life cost analysis (traditional and BIM based); cost, value and risk management in construction (traditional and software based); legal principles, construction contracts and dispute resolution; construction technology; economic theories and construction economics; and procurement arrangements in construction (F, I, H)
2. An awareness of the context in which building, construction industry operates, including the legal; business; social; economic; health and safety; cultural; technological; physical; environmental; and global influences on the Quantity Surveying profession (F, I)
3. Understand the linkages and interdisciplinary relationships between the functions of the Quantity Surveying discipline and the relationships between the Quantity Surveying and related disciplines operating in the built and natural environments  (I, H)
4. Systematic understanding of the digital technologies and BIM tools that supports Quantity Surveying functions. (F, I, H)
5. Awareness of the evolution of the role of the Quantity Surveyor; the contemporary issues that the Quantity Surveying profession is facing and driving change within it, for example, the sustainability/environmental agenda and the shift from transactional to consultancy-based businesses   (I, H)
6. Understanding of professional ethics, their impact on the operation of the Quantity Surveying profession and their influence on the society; conflict avoidance/dispute resolution; communities and the stakeholders with whom they have contact.  (F, I, H)
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| ***Ability Outcomes******Professional / Practical Skills*** |
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| 1. Demonstrate a comprehensive range of skills related to Quantity Surveying practices, with the ability to describe, evaluate and apply a variety of working methods(I,H)
2. Demonstrate the ability to critically and logically evaluate evidence and arguments and to apply that to the context of Quantity Surveying practices (I,H).
3. Evidence the collating, inputting and analysis of appropriate research data. (F,I,H)
4. Effective use of Quantity Surveying related ICT tools (including BIM based tools)   (F,I,H)
5. Demonstrate the ability to gather, summarise and interpret legal and other related documents within the context of construction contracts and building regulations. (H)
6. Evidence the preparation of professional reports in accordance with published conventions and/or client expectations, including executive summaries  (F,I,H)
7. Demonstrate understanding of the significance of professional ethics and accountability. (F,I,H)
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| ***Transferable / Key Skills*** |
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| The ability to |
| 1. Study independently, set goals, manage own workloads and meet deadlines. (F,I,H)
2. Devise solutions to routine and unfamiliar problems, by collecting, analysing and interpreting data  (I,H)
3. Work effectively with others within the context of a multidisciplinary team (I,H)
4. Identify personal strengths, weaknesses and needs. (F, I, H)
5. Articulate ideas and information comprehensibly in oral and written forms (F,I,H)
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| 1. Present ideas and work to audiences in a range of situations. (F,I, H)
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| **13** | **Course Structures and Requirements, Levels, Modules, Credits and Awards:** |
| The length of the course is either three years (full-time) or four years (full time with placement). Upon satisfactory conclusion of all modules (a total of 360 credit points), the student will be eligible for the award of:BSc (Hons) Quantity Surveying |
| In general, the course is offered on a full-time basis leading to an exit qualification of a degree with honours, but those who have successfully accumulated the required number of credits may, if they wish, terminate their studies at intermediate exit points with the corresponding named awards (see table 1).**Progression** *The main progression points on the course will be at the end of Year 1 (F) and 2 (I).* **Year 1 (120 credits)** *All the modules are at foundation level.* The first year of the course is designed mainly to familiarise the concepts and applicable theories of the construction industry to the students. Within this scope, the students will be introduced to the basic knowledge of the construction industry through three introductory modules. **TFA1011 Construction Business and Law** provides an overall understanding about how the construction industry works and lays the foundation for student to not only recognise their role within the construction process but also to recognise and appreciate the work of other professionals within the industry.**TFA1016 Design and Construction Practice** aims at introducing students to various practices in the design and construction of facilities in the Built Environment. It focuses on the practical application of materials, components and systems to small-scale structures and buildings. **TFA1015 Building Technology and Digital Communication** provides an introduction to the principles and practices of building technology, digital technologies, communication and representation in the context of architecture and construction. The first year of the study is shared with the students from the BSc Construction Project Management and BSc Architectural Technology programme in the department. If desired, the student will have an option to join the Construction Project Management or Architectural Programme at the end of the year 1 or to change the route.**Year 2 (120 credits)** *All modules are at Intermediate level.*In the second year of study, students will have the opportunity to apply the basic knowledge and understanding of construction industry from year one studies, and further develop their core competences required as either a Quantity Surveyor through a set of core modules and a collaborative project. **TIA1037 Building Technology and Digital Detailing** aims to deepen students understanding of the latest innovation in building technology theories and applications in relation to the three parallel strands of Structures, Building Fabric Design and Environmental Design.  It also aims to develop advanced skills in digital modelling, detailing, analysis and simulation. It will enable students to have the competence to work in a BIM based digital environment for any design and construction project.  **TIA1035 Quantification and Cost Management** will help students to develop the core measurements and quantifications skills. Upon successful completion, the students will be able to understand the technical drawings and specification of building and civil engineering structures from the Quantity Surveyor’s perspective and will be able to measure and quantify the core components of such structures leading to the preparation of various bills of quantities. The students will also be expected to apply a number of cost management techniques, such as cost planning and cost controlling, to different stages of a construction project. **TIA 1029 Collaborative Project – Built Environment** takes a multi-disciplinary approach to a project reflecting real life practice in the industry. It allows Quantity Surveying students to work with students from other disciplines and practitioners from industry. **Optional Placement Year 3** **(120s credits)** The placement experience contributes considerably to the potential success of the student both in the final year of their studies and upon graduation, developing their professional practice, confidence and personal awareness. This placement year can consist of:* A 48-week placement, with a minimum of 36 weeks, within a commercial setting. The Design and Built Environment department has a long track record of providing excellent paid placements in the construction industry; we have strong links with a variety of placement providers to suit a broad range of skills and potential career aspirations in the UK and abroad.

**Year 4 (120 credits)** *All modules are at Honours level.*Year 4 of the course is centred around specialisms, whereby the students will not only be given the opportunity to learn more advanced concepts and specialised subjects within the field of their selected route, but also prepare them to work professionally within the construction industry. Within this remit, the **THA1030 Professional Practice** module aims to consolidate the prior learning of students and to enhance their level of preparedness to meet the standards required for professional practice and career development within the construction industry. As a part of this intended preparedness, this module will also focus on professional ethics related to the surveying profession. As such, this module will partially address the expressed competency requirements of professional institutions regulating the surveying, so that future practitioners would have a fair understanding and awareness of business and commercial matters of the surveying profession. **THA1043 Procurement and Contract Administration** examines the principal types of procurement systems and associated standard form of contracts used in the UK construction market and internationally. In addition, it explores the fundamental procedures related to construction contract administration using the commonly used standard form of contracts. In addition, the students will gain specialised knowledge in procedures and principles related to construction dispute resolution such as arbitration and litigation; and preparation, interpretation and execution of construction contracts. **THA1041 Advanced Measurement and Commercial Management** aims at providing more advanced and specialised quantification and measurement techniques , to further ensure the students’ readiness to work within the construction industry immediately after their graduation. They will also learn about managing risks within construction projects and managing the commercial aspects of construction business. This will enhance their knowledge in specialised subject areas such as whole lifecycle costing, value engineering and risk management, cash-flow forecasting, valuation of work and variations, and preparing and responding to construction claims etc.In the final year, students will complete a 40 credits research module titled the **THA1032 Major Project**. Within this module, the students will work independently (under the guidance of an assigned supervisor) on a research topic related to their chosen route. Having completed this module, students will be able to identify and justify a research problem; complete a thorough literature review; understand, select and justify appropriate research methodologies; collect and analyse primary and/or secondary data using various techniques; and draw logical conclusions based on the results of an analysis.  |

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|  | **TABLE 1: Credits and Awards: BSc (Hons) Quantity Surveying**  |
| **Year** | **Modules** | **Credits** | **Award** |
| 1 | TFA1011 Construction Business and Law (T1&T2) TFA1016 Design and Construction practice (T1&T2) TFA1015 Building Technology and Digital Communication (T1&T2)  | 404040 | **120 credits: Certificate of Higher Education** in Construction |
| 2 | TIA1029 Collaborative Project – Built Environment (T1&T2) TIA1035 Quantificationand Cost Management (T1&T2) TIA1037 Building Technology and Digital Detailing (T1&T2)  | 4040  40 | **240 credits: Diploma of Higher Education** in Quantity Surveying |
| 3 | TST1525 School of Art, Design and Architecture Placement | 120S | **240 + 120 ‘S’ credits****Sandwich Award****Diploma of Higher Education** in Quantity Surveying  |
| 4 | THA1030 Professional Practice (T2)THA1041 Advanced Measurement and Commercial Management (T1&T2) THA1043 Procurement and Contract Administration (T1)THA1032 Major Project (T1&T2)  | 20402040 | **300 credits: Bachelor Degree**BSc Quantity Surveying**360 credits: Honours Degree**BSc (Hons) Quantity Surveying**480 credits: Honours Degree Sandwich Award**BSc (Hons) Quantity Surveying |

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| The mode of study is full time commencing September with the Main Course Assessment Board taking place in June. For students taking a Sandwich year, marks will go to a Course Assessment Board after the opportunity for a minimum of a 36-week placement has been concluded.Assessment regulations are as detailed in the University of Huddersfield Handbook of Regulations for Awards and Student Handbook of Regulations.In a course leading to the award of a degree with honours, classification will be in accordance with the University’s Regulations. |

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| **14** | **Teaching, Learning and Assessment** |
| With the aim of providing the best possible teaching and learning experience to the students, this course is designed to create a vibrant teaching and research environment, supported by a staff team diverse in their experience and research interests. While developing the core skills and the knowledge required to function as a Quantity Surveyor in the industry, student will be encouraged to develop innovative working practices through the use of modern ICT and other contemporary tools and processes. The ethos of the teaching and learning within this course is centered on the interrelationship between the theory, practice and the process. Theoretical aspects of the Quantity Surveying practices are covered mainly during the taught classes and discussions whereas, the students are given the opportunity put the learnt theories in to practice during the tutorial sessions and collaborative projects supported by guest lectures from practitioners. In addition, all the students are actively encouraged to complete the sandwich placement year (3rd year) where they would get the opportunity to observe and participate in real world work practices. The interdisciplinary nature of the construction industry is mimicked within the learning environment (especially through the shared modules and the collaborative project) and the students will be encouraged to understand and appreciate the roles and contributions of other professionals within the construction industry. Diverse teaching and learning approaches are adopted throughout the years in group and collaborative works for students aiming to make networking opportunities and learning from peer interaction possible. Also, the programme incorporates live projects where appropriate. The assessment process is considered a vital aspect of the learning development for both students and staff. Both formative and summative assessment are integrated in all modules across the years. A range of approaches to assessment are utilised on the course which are adjusted according to the context of the work and employed at points considered most beneficial to the student. During year 1 of the course, all the modules are assessed based on coursework (details in module specification), whereby the students are tested for their depth and breadth of knowledge. At the same time, this also encourages self-directed learning, potentially helpful for the students who are going through their transition from high school style learning to more independent learning. Second and third year assessments are a mixture of coursework based assessments and examinations, whereby students are not only tested for their in-depth subject knowledge but also for their ability to relate and apply their newly gained knowledge to various scenarios under time pressure. In addition to these two key methods, group assessments, peer assessments, individual and group presentations, and portfolios of work are used in some of the modules as other modes of assessments. Providing appropriate feedback on student work is considered in great detail within the course design. For each of the coursework, the students will receive a written individual feedback. In addition, after releasing the feedbacks, the tutor will organize a drop-in session allowing the students to discuss their feedbacks with the tutor if necessary. The tutor will also provide a verbal general feedback about the assignment in an in-class discussion. For examinations, after releasing the results, the tutor will provide a verbal general feedback to the class, and organize a drop-in session allowing students to discuss their respective individual feedbacks if necessary. For the collaborative project, group feedbacks are provided verbally for each group just after their respective group presentations. In addition, for the individual reports and portfolios, the students will receive written individual feedbacks. This will further be supported by a drop-in session that the tutors will organize, should any student like to discuss their feedback further. |
| Preparation for the optional (but highly encouraged) placement year encourages self-reflection and maintaining a placement diary, and this signals the students about responsibility for their own development. This further supports the student’s preparation for the final year of the course. |
| Student staff collaboration on research is guided by staff research interests and facilitated through the THA1032 **Major Project** module offered in the final year (Honours level) of the course. Within this module students are encouraged to design and conduct research to address either an industry based (possibly recognised during the placement year) or a theoretical problem related to the selected route. Students will have the freedom to select a topic of their interest and a supervisor will be allocated for each of the student to support their research. When allocating the supervisors, attention will be given to match the research interests of the staff members to the topics that the students have selected. Within this module, sessions will be organised to support the students to improve their research skills.Furthermore, this programme is aligned with our Innovative Design Lab (IDL), providing students with a unique opportunity to engage in activities and events led by a community of research active staff within the School. Researchers will provide valuable input into the modules on the programme. IDL incorporates research within the areas of Lean Construction and BIM. The development of research impacts on the content delivery and expertise on the programme, bringing research-led and practice-led activities together to reflect the aims and ambitions of the School of Arts and Humanities. |

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| **15** | **Support for Students and their Learning** |
| Support for students undertaking this course operates at University, School and Course level as follows:University levelThe University provides a range of centralised support services to students. This includes:**15.2.1 Wellbeing Services**There are a range of support options available through the wellbeing Service. The [wellbeing webpages](https://students.hud.ac.uk/help/wellbeing/) provide a more detailed explanation of these but support includes:* Wellbeing and mental health support
* Welfare support
* Counselling
* Getting Back on Track with your studies
* Groups and workshops
* Self-help resources
* Support for student parents

The wellbeing Service also enables students to access a free, confidential platform called **Togetherall**. [**Togetherall**](https://togetherall.com/en-gb/) has a range of self-help options to support emotional and mental wellbeing including advice, information and guidance, groups and courses to address emotional and mental health difficulties and support forums.The service also delivers to support to students who have experienced harassment, bullying, hate incidents or hate crimes. You can find out more information about this on their [**share and support page**](https://students.hud.ac.uk/help/wellbeing/share-support/). The Share and Support tool is an online form which enables you to share and seek support for incidents. You can choose to complete this anonymously or provide your details so that we can contact you and offer support.The service also supports students with GP registration, so all students have access to treatment. The University Health Centre is a GP practice that is situated on the edge of campus. If you aren’t registered with a GP, then you can consider registering with the health centre. You can find information about the practice on the [**Health Centre web page**](https://www.universityhealthhuddersfield.co.uk/).**15.2.2 Disability Services**Disability Services work with students who have one or more of the following: specific learning difficulties such as dyslexia; mental health difficulties such as anxiety and depression; an autistic spectrum condition; hearing impairments; visual impairments; long term medical conditions such as diabetes or cancer and physical or mobility difficulties. Where a disability or condition may have an impact on study, the service works alongside a student to identify the impact and coordinate appropriate support or adjustments. You can find out more about Disability Services on [**their website**](http://www.hud.ac.uk/disability-services/).**15.2.3 Careers and Employability Service**The Careers and Employability service provide support to students with:* Jobs, work experience and volunteering
* CVs, applications and interviews
* Advice on further study
* Using assessment centres and psychometric tests
* Continued advice as a graduate

More information on their services can be found on [**their website**](https://students.hud.ac.uk/opportunities/careers/).**15.2.4 The Student Finance Office** The Student Finance Office services include:* Information and guidance regarding possible sources of funding for all courses in the University.
* Budgeting advice to discuss a variety of options and strategies in order to manage on a budget.
* Facilities for the billing and payment of income to be collected by the University.
* Debt advice via personal and confidential sessions is available from trained staff along with mediation and resolution.

Further information can be found on the [**student finance website**](http://www.hud.ac.uk/students/finance) **15.2.5 Computing Services** Computing Services provide induction and ongoing support for all students. More information on the range of computing services can be found on [**their website**](https://students.hud.ac.uk/studies/it/).**15.2.6 Library** **Services** Library Services provide induction and ongoing support for all students. More information on the range of library services can be found on [**their website**](https://library.hud.ac.uk/) |
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| **Course Level Support** |
| * Induction packs sent to students prior to arrival at University followed by an induction programme for orientation and introducing study skills at the beginning of term.
* Student handbook and on-line module guides.
* Site visits (optional)
* Guest lecture
* Specialist PCs & specialised software facilities
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| * Virtual learning environment,
* Personal academic tutor system,
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| * Peer mentorship schemes such as PAL (peer assisted learning) are used to offer friendly, impartial advice and assistance, by students, for students, answering the questions that are not always posed to the academics.
* Academic Skills Tutor.
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| **Personal Development Planning**Personal development planning is inherent in all modules. The first year module TFA1011 Construction Business and Law will introduce the concept of PDP to the students and they will have opportunities to plan their development in subsequent years. This will enhance their learning and address issues in line with University policy on PDP and encourage independent active learning**.** The student records their reflectivethinkingrelevant to their own practice and the context in which it is situated at all levels of study in their formative and summative assignments. The Year Two module TIA1029 Collaborative Project – Built Environment will provide the opportunity for the students to further develop their individual PDP in a collaborative environment and team role identification. Preparation for placement and career opportunities is delivered through modules at intermediate and honours level respectively. Professional practice assignments in the THA1030 Professional Practice module in the final year, prepare the student to be confident and to promote themselves and their work in a professional and ethical manner within their selected route. PDP activities will be facilitated through e-Learning mechanisms in place at the university (VLE). Equal OpportunitiesIn admitting students, and in teaching and assessing them, the course operates in conformity with the University and School of Arts and Humanities’ policies on equal opportunities.Equality Act 2010In admitting students, and in teaching and assessing them, the course operates in conformity with Precept 8 of the QAA Code of Practice for Disabled Students in line with the Equality Act (2010) and the Disability Discrimination Act (DDA) 2005. The QAA Code of Practice (2010) and the Equality Act (2010) may be accessed through the following web page:<http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf>. |

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| 16 | Criteria for Admission |
| **16.1** The University of Huddersfield seeks and encourages applicants in order to widen participation, improve access and apply the principles of equal opportunities. We provide support for applicants who require additional assistance in order to select the right course of study and make a successful transition to studying at University. We encourage local, national and international applications. Further information for [International Students can be found on their website](http://www.hud.ac.uk/international).<http://www.hud.ac.uk/international> If you were educated outside the UK, you are required to have International English Language Testing System (IELTS) at a score of 6.0 with a minimum score of 6.0 in writing and a minimum of 5.5 in any single component. If you have alternative qualifications or do not meet the IELTS requirement we also offer a range of [Pre-Sessional English Programmes.](http://www.hud.ac.uk/international/pre-sessionalenglishprogramme/)**16.2** The University provides opportunities for the accreditation of prior learning (APL) as stated in [[Section 3 of the Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught/section-3/).](https://www.hud.ac.uk/policies/registry/awards-taught/section-c/) **16.3** The University’s general minimum entry requirements are specified in Section 1.5 of the [Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught/section-1/)**.** **16.4** Every person who applies for this course and meets the minimum entry requirement – regardless of any disability – will be given the same opportunity in the selection process. General advice and information regarding disability and the support the University can give can be found by contacting student services as follows:Telephone**:** 01484 472675Email: disability@hud.ac.ukFurther information is available on the [disability services website.](http://students.hud.ac.uk/wellbeing-disability-services/disabilityservices) Further advice on the specific skills and abilities needed to successfully undertake this course can be found by contacting the admissions tutor and by visiting our [course finder website page](http://www.hud.ac.uk/courses/).  |
| Candidates must be able to satisfy the general admissions requirements of the University of Huddersfield and the specific requirements of the course as follows:.Minimum 112-104 UCAS tariff points with at least 2 A levels as well as passes in five subjects at GCSE (including English and Math)  AND/OR A Scottish Certification of Education with passes in 5 subjects including passes in four subjects at the higher levelAND/OR National Diploma awarded by Ed Excel Foundation (formerly BTEC) in relevant subject area – Distinction, Distinction, MeritAND/OR The Irish Leaving Certificate with grades BBCC in 4 subjects at higher levelAND/OR An European Baccalaureate AND/OR An International Baccalaureate (26 points or above)AND/OR A national certificate awarded by Ed Excel Foundation (formerly BTEC) in relevant subject area Distinction or above and 1 A-level at grade B or above. AND/OR Qualifications deemed equivalent to the above |
| Exceptionally, applicants whose qualifications do not conform to the standard requirements may be admitted on the basis of appropriate prior learning or experience.A student seeking credit for advanced standing on the course under Section D3 of the University’s Regulations for Awards may claim accreditation for prior learning (APL) or for prior experiential learning (APEL) which is equivalent to that arising from relevant modules of study. The School Accreditation and Validation Panel (SAVP) will look at each applicant individually to assess whether the applicant has acquired the necessary skills and knowledge deemed appropriate to be granted credit where applicable on the course. **Mature and Overseas Students (considered on an individual basis)**Mature students with no or few formal qualifications will be considered for admission but will be expected to show their aptitude and suitability for the course. Applicants from non-English speaking countries will be required to demonstrate that they have a suitable level of English, which would normally be a qualification such as IELTS at grade 6 or above, or equivalent and at least 5.5 in each component.**Additional Course Requirements**N/A |

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| **17** | **Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning** |
| The methods for the validation and annual evaluation of courses, including those validated by external bodies, and for the review of teaching and research and of academic support services are specified in the University’s; [**Quality Assurance Procedures for Taught Courses and Research Awards**](https://www.hud.ac.uk/policies/registry/qa-procedures/)**.** |

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| **18** | **Regulation of Assessment** |
| The course operates within the University’s regulations: University awards are regulated by the [**Regulations for Awards**](https://www.hud.ac.uk/policies/registry/awards-taught) on the University website.Quick links to the [**Regulations for Taught Students, procedures and forms**](https://www.hud.ac.uk/registry/current-students/taughtstudents/) can be accessed on the University website. |

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| **19** | **Indicators of Quality and Standards** |
| This course is validated by the University of Huddersfield.  |
| Professional Body reviews:  |
| The accreditation of the Royal Institution of Chartered Surveyors (RICS) and Charted Institute of Builder (CIOB) is planned to be applied for, for this course. **Please note: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.**More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.Key sources of information about the course can be found at[http://www.hud.ac.uk](http://www.hud.ac.uk/) |  |

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| **Course Learning Outcomes Mapped to Modules** | **TFA1015 Building Technology and Digital Communication (40)**  | **TFA1011 Construction Business and Law (40)** | **TFA1016 Design & Construction practice (40)**  | **TIA1029 Collaborative Project (40)** | **TIA1037 Building technology and digital detailing (40)** | **TIA1035 Quantification and cost management (40)** | **THA1030 Professional Practice (20)** | **THA1032 Major Project (40)** | **THA1041 Advanced measurement and Commercial Management (40)** | **THA1043 Procurement and Contract administration (20)** |
| **Knowledge and Understanding Outcomes** |  |  |  |  |  |  |  |  |  |  |
| A1 Knowledge of the key concepts, theories and principles of Quantity Surveying profession, including measurement and quantification (traditional and BIM based); cost, value and risk management in construction (traditional and software based); legal principles, construction contracts and dispute resolution; construction technology; economic theories and construction economics; and procurement arrangements in construction (F, I, H) | • | • | • | • | • | • | • | • | • | • |
| A2 An awareness of the context in which building, construction industry operate, including the legal; business; social; economic; health and safety; cultural; technological; physical; environmental; and global influences on the Quantity Surveying profession (F, I) | • | • | • | • | • | • | • | • | • | • |
| A3 Understand the linkages and interdisciplinary relationships between the functions of the Quantity Surveying discipline and the relationships between the Quantity Surveying and related disciplines operating in the built and natural environments  (I, H) |  | • | • | • |  |  | • | • |  |  |
| A4 Systematic understanding of the digital technologies and BIM tools that supports Quantity Surveying functions. (F, I, H)  | • |  |  | • | • | • |  |  | • |  |
| A5 Awareness of the evolution of the role of the Quantity Surveyor; the contemporary issues that the Quantity Surveying profession is facing and driving change within it, for example, the sustainability/environmental agenda and the shift from transactional to consultancy-based businesses   (I, H)  |  | • | • | • |  |  | • | • | • | • |
| A6 Understanding of professional ethics, their impact on the operation of the Quantity Surveying profession and their influence on the society; conflict avoidance/dispute resolution; communities and the stakeholders with whom they have contact.  (F, I, H)  |  | • | • | • |  |  | • |  | • | • |
| **Professional / Practical Skills** |  |  |  |  |  |  |  |  |  |  |
| B1 Demonstrate a comprehensive range of skills related to Quantity Surveying practices, with the ability to describe, evaluate and apply a variety of working methods(I,H) |  | • |  | • |  | • | • |  | • | • |
| B2 Demonstrate the ability to critically and logically evaluate evidence and arguments and to apply that to the context of Quantity Surveying practices (I,H). |  |  |  | • | • | • | • | • | • | • |
| B3 Evidence the collating, inputting and analysis of appropriate research data. (F,I,H) |  |  |  | • |  |  |  | • |  |  |
| B4 Effective use of Surveying related ICT tools (including BIM based tools)   (F,I,H) | • |  | • | • |  | • |  |  | • |  |
| B5 Demonstrate the ability to gather, summarise and interpret legal and other related documents within the context of construction contracts and building regulations. (H) |  |  | • | • |  |  | • |  | • | • |
| B6 Evidence the preparation of professional reports in accordance with published conventions and/or client expectations, including executive summaries  (F,I,H) |  | • | • | • | • |  | • | • | • | • |
| B7 Demonstrate understanding of the significance of professional ethics and accountability. (F,I,H) |  | • | • | • |  |  | • | • |  |  |
| **Transferable / Key Skills** |  |  |  |  |  |  |  |  |  |  |
| C1 Study independently, set goals, manage own workloads and meet deadlines. (F,I,H) | • | • | • | • | • | • | • | • | • | • |
| C2 Devise solutions to routine and unfamiliar problems, by collecting, analysing and interpreting data  (I,H)  |  |  |  | • |  |  |  | • |  |  |
| C3 Work effectively with others within the context of a multidisciplinary team (I,H) |  |  |  | • |  |  |  |  |  |  |
| C4 Identify personal strengths, weaknesses and needs. (F, I, H) | • | • |  | • | • | • | • | • | • | • |
| C5 Articulate ideas and information comprehensibly in oral and written forms (F,I,H) | • | • | • | • | • | • | • | • | • | • |
| C6 Present ideas and work to audiences in a range of situations. (F,I, H) |  | • | • | • |  | • | • | • | • | • |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Benchmark Statement****Land, Construction, Real Estate and Surveying** **Oct 2019**  | F | F | F | I | I | I | H | I | H | H |
| **TFA1015 Building Technology and Digital Communication (40)** | **TFA1011 Construction Business and Law (40)** | **TFA1016 Design and Construction practice (40)** | **TIA1037 Building technology and digital detailing (40)** | **TIA1035 Quantification and cost management (40)** | **TIA1029 Collaborative Project (40)** | **THA1030 Professional Practice (20)** | **THA1043 Procurement and Contract Admin (20)** | **THA1032 Major Project (40)** | **THA1041 Advanced measurement and Commercial Management (40)** |
| **SUBJECT SPECIFIC KNOWLEDGE AND UNDERSTANDING** |  |  |  |  |  |  |  |  |  |  |
| **Quantity surveying and commercial management** |  |  |  |  |  |  |  |  |  |  |
| Demonstrate an awareness of the mainstream technology and the resources it uses for constructing domestic, industrial and commercial buildings and infrastructure | • | • | • | • |  | • | • |  |  |  |
| Describe the impact development has on the environment and initiatives to minimise energy, reduce carbon emissions, protect and increase biodiversity, flood protection and increase health and well-being | • | • | • | • |  |  |  |  |  |  |
| Demonstrate an ability to measure and quantify to support the design process, production of project information and the commercial management of projects |  | • | • |  | • | • |  |  |  | • |
| Demonstrate an appreciation of time, cost quality and value drivers affecting the design and construction and occupancy of buildings |  | • | • |  | • | • |  |  |  | • |
| Demonstrate an awareness of the legal and regulatory frameworks and systems impacting on the design and construction of buildings, and the principles of procurement and contract administration |  | • | • |  |  |  |  | • |  | • |
| Demonstrate an awareness of digital technologies that support the construction process and the management of costs | • |  |  | • | • |  |  |  |  | • |
| Recognise the roles of other professionals and parties associated with construction, property and surveying throughout a building's life cycle and be aware of the benefits of collaborative practice |  | • |  |  |  | • | • |  |  |  |
| Recognise the importance of professional ethics, their impact on the operation of the profession and their influence on society, conflict avoidance/dispute resolution, communities and the stakeholders with whom they have contact |  | • |  |  |  |  | • | • |  | • |
| Demonstrate an understanding of the principles and processes that deliver an inclusive environment recognising the diversity of user needs by putting people (of all ages and abilities) at the heart of the commercial management and quantity surveying process. | • | • |  | • |  |  | • |  |  |  |
| **Subject Benchmark Statement****Land, Construction, Real Estate and Surveying** **Oct 2019**  | F | F | F | I | I | I | H | I | H | H |
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| **Generic skills** |  |  |  |  |  |  |  |  |  |  |
| **Intellectual skills** |  |  |  |  |  |  |  |  |  |  |
| Apply knowledge from taught courses to solve problems  | • | • |  |  |  | • |  |  | • | • |
| Demonstrate some understanding of subject-specific theories, paradigms, concepts and principles | • | • | • | • | • | • | • | • | • | • |
| Demonstrate an ability to define and solve routine problems | • | • | • | • | • | • | • | • | • | • |
| Collate, summarise and analyse information | • | • | • | • | • | • | • | • | • | • |
| Integrate lines of evidence from a limited range of sources to support findings and hypotheses |  |  |  |  |  | • |  |  | • |  |
| Demonstrate some ability to consider issues from a range of multidisciplinary and interdisciplinary perspectives | • | • | • | • | • | • |  |  | • | • |
| Appraise academic literature and extract relevant points |  | • |  |  |  |  |  |  | • |  |
| **Practical skills** |  |  |  |  |  |  |  |  |  |  |
| Plan, conduct and present an independent investigation with significant guidance  |  |  |  |  |  |  |  |  | • |  |
| Relate investigations to some prior work and reference it appropriately | • | • | • | • | • | • | • | • | • | • |
| Where appropriate, use laboratory and field equipment safely |  |  | • |  |  | • |  |  |  |  |
| Apply a range of methods to solve problems | • |  |  |  | • | • |  |  | • | • |
| Use appropriate technologies to address problems | • |  |  | • | • | • |  |  |  | • |
| Where appropriate, describe and record in the field and laboratory |  |  | • |  |  | • |  |  |  |  |
| Interpret practical results with guidance |  |  |  |  |  | • |  |  | • |  |
| Present results of investigations in a number of formats |  |  |  |  |  | • |  |  | • |  |
| **Subject Benchmark Statement****Land, Construction, Real Estate and Surveying** **Oct 2019**  | F | F | F | I | I | I | H | I | H | H |
| **TFA1015 Building Technology and Digital Communication (40)** | **TFA1011 Construction Business and Law (40)** | **TFA1016 Design & Construction practice (40)** | **TIA1037 Building technology and digital detailing (40)** | **TIA1035 Quantification and cost management (40)** | **TIA1029 Collaborative Project (40)** | **THA1030 Professional Practice (20)** | **THA1043 Procurement and Contract Admin (20)** | **THA1032 Major Project (40)** | **THA1041 Advanced measurement and Commercial Management (40)** |
| Apply survey measurements and evaluation techniques as appropriate to the course |  |  | • |  | • | • |  |  | • | • |
| Recognise and record visual information when on site or from graphical sources | • |  | • | • | • | • |  |  |  | • |
| Apply professional judgement in drawing skills and knowledge together and applying them to real world problems | • |  | • | • | • | • |  |  |  | • |
| **Analytical and data interpretation skills** |  |  |  |  |  |  |  |  |  |  |
| Recognise when information is incomplete  |  |  |  |  | • | • |  |  |  | • |
| Appreciate risk |  | • |  |  | • | • | • | • |  | • |
| Process and interpret data and information | • |  |  | • | • | • | • |  | • | • |
| Critically appraise spatial data | • |  | • | • | • | • |  |  |  |  |
| Solve basic numerical problems using appropriate techniques |  |  |  |  | • | • |  |  |  | • |
| Undertake simple statistical analysis |  |  |  |  |  |  |  |  | • | • |
| Select and apply appropriate methods of collecting, analysing, and synthesising data |  |  |  |  |  |  |  |  | • |  |
| Appreciate the importance of intellectual property and its role within the innovation process. |  | • |  |  |  |  | • |  | • |  |
| **Communication skills** |  |  |  |  |  |  |  |  |  |  |
| Communicate to a variety of audiences in appropriate written, graphical, electronic and verbal forms  |  |  | • |  | • | • | • | • | • | • |
| Make contributions to group discussions  | • | • |  | • | • | • | • | • |  | • |
| Watch, listen and respond to others  | • | • |  |  | • | • | • | • |  | • |
| Negotiate and mediate with others  |  |  |  |  |  | • |  | • |  | • |
| Use social media for communication.  |  | • |  |  |  |  | • |  |  |  |
| **Subject Benchmark Statement****Land, Construction, Real Estate and Surveying** **Oct 2019**  | F | F | F | I | I | I | H | I | H | H |
| **TFA1015 Building Technology and Digital Communication (40)** | **TFA1011 Construction Business and Law (40)** | **TFA1016 Design & Construction practice (40)** | **TIA1037 Building technology and digital detailing (40)** | **TIA1035 Quantification and cost management (40)** | **TIA1029 Collaborative Project (40)** | **THA1030 Professional Practice (20)** | **THA1043 Procurement and Contract Admin (20)** | **THA1032 Major Project (40)** | **THA1041 Advanced measurement and Commercial Management (40)** |
| **Digital literacy skills** |  |  |  |  |  |  |  |  |  |  |
| Use the internet for communication and information retrieval  | • | • | • | • | • | • | • | • | • | • |
| Handle electronic information with guidance, applying appropriate techniques, digital tools and applications to support key subjects  | • |  |  |  | • | • | • |  | • | • |
| Have an awareness of the safe, ethical and legal use of digital media  | • | • |  | • |  |  | • |  | • |  |
| Demonstrate the application of information technology and digital tools and techniques to support key subjects.  | • |  |  | • | • | • |  |  |  | • |
| **Interpersonal and teamwork skills** |  |  |  |  |  |  |  |  |  |  |
| Make a constructive contribution to teamwork  |  | • | • |  |  | • |  |  |  |  |
| Identify individual goals  |  | • | • |  |  | • | • |  |  |  |
| Recognise and respect the views of others |  | • | • |  |  | • | • |  |  |  |
| Recognise equality, diversity and inclusion in all its forms |  | • | • |  |  | • | • |  |  |  |
| Reflect on team performance.  |  |  | • |  |  | • |  |  |  |  |
| **Self-management and professional development skills** |  |  |  |  |  |  |  |  |  |  |
| Recognise and be able to comment on the moral and ethical issues associated with the subject  |  | • |  |  |  | • | • |  |  |  |
| Appreciate the need for professional codes of conduct |  | • |  |  |  | • | • |  |  |  |
| Accept responsibility for their own learning |  | • | • |  |  | • | • |  |  |  |
| Identify targets for personal, career and academic development  |  | • |  |  |  | • | • |  |  |  |
| Be adaptable and have a flexible approach to study and work  | • | • | • | • | • | • | • | • | • | • |
| Develop skills necessary for self-managed, independent and lifelong learning | • | • | • | • | • | • | • | • | • | • |
| **Subject Benchmark Statement****Land, Construction, Real Estate and Surveying** **Oct 2019**  | F | F | F | I | I | I | H | I | H | H |
| **TFA1015 Building Technology and Digital Communication (40)** | **TFA1011 Construction Business and Law (40)** | **TFA1016 Design & Construction practice (40)** | **TIA1037 Building technology and digital detailing (40)** | **TIA1035 Quantification and cost management (40)** | **TIA1029 Collaborative Project (40)** | **THA1030 Professional Practice (20)** | **THA1043 Procurement and Contract Admin (20)** | **THA1032 Major Project (40)** | **THA1041 Advanced measurement and Commercial Management (40)** |
| Recognise personal strengths and weaknesses |  | • |  |  |  | • | • |  |  |  |

**Main Modules that deliver PDP Content**

TIA1029 Collaborative Project - Built Environment

**Monitoring and update**

TFA1011 Construction Business and Law

**Planning**

THA1030 Professional Practice

**Final review**

**Level F Level I Level H**

Being an industry-oriented course, Personal Development Planning (PDP) is an integral part of the B.Sc. Quantity Surveying course. The students are not only expected to learn the theoretical aspects, they are also expected to develop their skills set to prepare for the industry practice orientation. Identifying individual strengths and weaknesses helping / hindering the achievement of learning objectives of the course is important in planning the actions head. In this regard, students are expected to embark on a PDP process.

At the start, the students are expected to experience the broader scope of the chosen pathway. The **TFA1011 Construction Business** and Law module provides the basis for this as it will highlight the basic characteristics of each of the pathways. This is a Foundation level module (year 1) and the student will explore the basic knowledge and skills requirements to become a professional of the selected pathway. During this module, students are expected to undertake a self-evaluation using a SWOT analysis, which will form as the basis to identify the gaps in their skills to complete the course successfully. Accordingly, this module will facilitate the creation of the initial plan for their personal development.

As construction is a multi-disciplinary environment, teamwork is an essential part of all the professionals in the industry. The **TIA1029** **Collaborative Project** - Built Environment module offered at the intermediate level is intended to mimic this multi-disciplinary environment. Within this module, the students will be asked to reflect on their progress with the PDP actions, and at the same time will be asked to reflect on their skills gaps in working within multi-disciplinary environment. Accordingly, this will serve as monitoring milestone for the PDPs as well as an opportunity to update / renew their PDP objectives and tasks. At the honors level the students are expected to work towards industry orientation and self-reflection is an integral part of this level. The **THA1030** **Professional Practice** module offered at this level will provide the students to reflect deeply on their newly gained skills and knowledge and their relevance to the industry practice. The PDPs will be reviewed within this module and the final opportunities are provided to overcome any barriers to achieve the planned development goals in the PDPs.

**Other Modules that deliver PDP Content**

While the above modules explicitly facilitate the PDP process, all the other modules within the programme will provide stepping stones to achieve and revise development goals in individual development goals. For example, as the course progresses, it is likely that the students will develop their own interests in specialisations. The students are expected to keep the PDP as a live document, so that they can adjust their newly found interest in specialisation in their development plans.

**Course Structure**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Year 1 (Foundation) | Year 2 (Intermediate) | Final Year (Honor) |
| Term 1 | Term 2 | Term 1 | Term 2 | Term 1 | Term 2 |
| TFA1011 | TIA1029  | THA1043 | THA1030 |
| Construction Business and Law  | Collaborative Project - Built Environment | Procurement and Contract Administration | Professional Practice |
| 40 Credits  | 40 Credits | 20 Credits | 20 Credits |
| TFA1016 | TIA1035 | THA1041 |
| Design and Construction Practice | Quantification and Cost Management | Advanced Measurement and Commercial Management |
| 40 Credits | 40 Credits | 40 Credits  |
| TFA1015 | TIA1037 | THA1032 |
| Building Technology and Digital Communication | Building Technology and Digital Detailing | Major Project |
| 40 Credits | 40 Credits | 40 Credits |

**University of Huddersfield Graduate Attribute (HGA) Mapping to Modules**

| **Module code** | **HGA 1****Self-motivated** | **HGA 2****Commercially aware** | **HGA 3****Enterprising** | **HGA 4****Resilient** | **HGA 5****Effective collaborator** | **HGA 6****Confident leader** | **HGA 7****Globally & socially aware** | **HGA 8****Plans personal development**  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TFA1011** | x | x | x | x | x | x | x | x |
| **TFA1016** | x | x | x | x | x | x | x | x |
| **TFA1015** | x | x | x | x | x | x | x | x |
| **TIA1029** | x | x | x | x | x | x | x | x |
| **TIA1035** | x | x | x | x | x | x | x | x |
| **TIA1037** | x | x | x | x | x | x | x |  |
| **THA1043** | x | x | x | x | x | x | x | x |
| **THA1030** | x | x | x | x | x | x | x | x |
| **THA1041** | x | x | x | x | x | x | x | x |
| **THA1032** | x | x | x | x | x | x | x | x |

**Assessment Schedule**

Outline assessment schedule showing the nature and timing of summative assessments for all modules contributing to the course, including optional modules and identifying the very last submission point for the whole course:

| **Module Code** | **Assessment Task** | **Week number** | **Last Submission of course ()** |
| --- | --- | --- | --- |
| **TFA1011** | Task 1 Presentation (25%) | Term 1 - Wk 11 |  |
|  | Task 2 Report (75%) | Term 2 - Wk 11 |  |
| **TFA1016** | Task 1 Project work 1 (40%) | Term 1 - Wk 12 |  |
|  | Task 2 Project work 2 (60%) | Term 2 - Wk 12 |  |
| **TFA1015** | Task 1 In class test (30%) | Term 1 Wk 10 |  |
|  | Task 2 Tutorial Portfolio (10%)  | Term 2 Wk 10 |  |
|  | Task 3 Technology Portfolio (60%) | Term 2 Wk 13 |  |
| **TIA1029** | Task 1 Presentation (15%) | Term 1 Wk 9 |  |
|  | Task 2 Presentation (15%) | Term 2 Wk 11 |  |
|  | Task 3 Portfolio (70%) | Term 2 Wk 13 |  |
| **TIA1035** | Task 1 Report (35%) | Term 1 Wk 10 |  |
|  | Task 2 Portfolio (40%) | Term 2 Wk 7 |  |
|  | Task 3 Exam (25%) | Term 2 Exam Week |  |
| **TIA1037** | Task 1 In class Test (30%) | Term 1 Wk 11 |  |
|  | Task 2 Tutorial Portfolio (10%) | Term 2 Wk 10 |  |
|  | Task 3 Technology Portfolio (60%) | Term 2 Wk 12 |  |
| **THA1043** | Task 1 Report (50%) | Term 1 Wk 6 |  |
|  | Task 2 Exam (50%) | Term 1 Exam Week |  |
| **THA1030** | Task 1 Portfolio (100%) | Term 2 Wk 12 |  |
| **THA1041** | Task 1 Project Work (40%) | Term 1 Wk 8 |  |
|  | Task 2 Report (60%) | Term 2 Wk 11 |  |
| **THA1032** | Task 1 Report (20%) | Term 1 Wk 12 |  |
|  | Task 2 Presentation (10%) | Term 2 Wk 11 |  |
|  | Task 3 Dissertation (70%) | Term 2 Wk 13 | Last submission  |

**CAB Model**

| **Model**  | **Mode of Study** | **Course Start Month** | **Length before Main CAB** | **Expected Month for Main CAB** |
| --- | --- | --- | --- | --- |
| A | UGT FT | September | 9 months | June |