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| --- | --- | --- | --- | --- | --- | --- |
| **CIBC 5022:** | **Site Survey Preparation and Analysis** | | | | | |
| **Course number:** | | CIBC 5022 | **Level:** | 5 | **Credits:** | 15 |
| **Main programme:** | | New Zealand Diploma in Construction Management/Quantity Surveying | | | | |
| **Strand:** | |  | | | **Total Learning hours:** | 150 |
| **Compulsory/Elective:** | | Compulsory | | | **Hours directed:** |  |
| **Other programmes:** | |  | | | **Hours self-directed:** |  |
| **Prerequisites:** | | Nil | | | | |
| **Co-requisites:** | | Nil | | | | |
| **Restrictions:** | |  | | | | |
| **NZSCED field of Study:** | | 040101 | | | **Mode of delivery:** | Blended (F2F+Online) |

**NZQA Level Descriptor**

|  |  |  |  |
| --- | --- | --- | --- |
|  | ***Knowledge*** | ***Skills*** | ***Application*** |
| *5* | *Broad operational or technical and theoretical knowledge within a specific field of work or study* | *Select and apply a range of solutions to familiar and sometimes unfamiliar problems*  *Select and apply a range of standard and non-standard processes relevant to the field of work or study* | *Complete self- management of learning and performance within defined contexts*  *Some responsibility for the management of learning and performance of others* |

**Course aim**

**To enable the student to develop the skills and knowledge to assist and conduct site surveys and analysis**

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| **Learning Outcomes**  On successful completion of this course the student will be able to: |
| 1. Describe site survey preparation and set out |
| 1. Discuss and review information for contour plan preparation |
| 1. Generate graphical communications relevant to construction |

**Indicative curriculum (**May include but are not limited to)

Curriculum

• Overview of types – boundary

• Site plan preparation

• Survey instruments

• Measuring and Measuring

• Contour plan preparation

• Graphical communication

**Assessment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Description** | **Marks** | **Weighting** | **Threshold** |
| *e.g. Assignment*    *e.g. Examination* | *e.g. Sub Assessment 1 – COP*  *e.g. Sub Assessment 2 – TOPO*  *e.g. Final Exam* | *60 60*  *100* | *50 50*  *50* | *40* |
| **Quizzes** | **10 Questions Answered by each Student Weekly** | **20%** | **20%** |  |
| **Activity 1** | **Talanoa Group Mark becomes Member’s Mark** | **25%** | **25%** |  |
| **Activity 2** | **Talanoa Group Mark becomes Member’s Mark** | **25%** | **25%** |  |
| **Test** | **Final Test on appropriate Learning Outcomes** | **30%** | **30%** | **40%** |
|  |  |  |  |  |

Unless otherwise indicated above, the weighting of the overall assessment is equally distributed across learning outcomes. A variety of assessment tasks may be used to ensure that all learning outcomes are adequately demonstrated to achieve the graduate profile of the qualification.

The contents of students’ portfolios may typically include evidence of achievement from assignments, projects, tests, exams, formative assessments, peer assessments, self and group assessments.

Assessment judgements are guided by the aim statement of the course descriptor, by national consistency arrangements, by the assessment policy and practice of the delivering institution, and by level-related criteria published by NZQA.

**Learning and teaching**

The learning and teaching for the course may use a variety of models according to the policies and practice of the delivery institution. They may include on-campus, on-line, work-based, independent, and blended learning.

Learning activities for topics may typically include practical/workshop/lab sessions, lectures, tutorials, field trips, group work, visiting specialists, computer simulations, web technologies, self-directed learning

**Learning resources**

Recommended texts, industry documents, websites and other resources will be published by the learning management systems of each delivery institution.

**Summary of Changes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Version No.* | *Date of Change* | *Effective from* | *Approved by* | *Description of change* |
|  |  |  |  |  |