

Joint European Masters Awards in Construction Management and Construction Economics: A Positive Step for Surveying Education?

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Key words: surveying education, joint European awards, construction management, construction economics, student exchanges.

SUMMARY

The Royal Institution of Chartered Surveyors (RICS) 5th European Conference in November 2004 focussed on enhancing collaboration at master's level in real estate education across Europe. In a context of increased global economic activity and increasing ties within the EU, there are benefits to business and to students in offering this type of educational provision. But is this paradigm true for construction economics (CE) and construction management (CM)?

This paper examined the potential for collaboration and joint European awards in CM and CE. There is a political will for collaboration in HE based on economic drivers for the growth of the EU and changes are being implemented to enhance transparency and mobility for students. Professional bodies are expanding their European presence. Globalisation has resulted in greater opportunities for international real estate, and construction and there is growth in these sectors for practitioners.

The difficulties with joint European collaboration are short course duration and the need to cover extensive subject matter. Other barriers are university structures, quality assurance procedures, costs and finances issues as well as IT, student services and support issues.

The survey revealed that there are no RICS accredited CM / CE courses outside of the UK which inhibits collaboration. The sample was split in perceived demand for collaboration and the European focus within the courses is limited, as are field trips outside the UK. Student exchange on courses is rare. Generally there is a lag between the political will to greater student mobility and collaboration and the market, which is showing growth in multinational organisations and demand for pan European construction services and a professional body keen to deliver and support this growth. Within academia the barriers and current economic climate in HE preclude the widespread adoption of greater collaboration and development of joint awards, however this position may change.

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1. INTRODUCTION

This paper begins by examining the trend in real estate education towards joint masters and increased collaboration in surveying education at post-graduate level and analyses the issues involved. The barriers and opportunities for students and academics and the institutions involved are also discussed. The professional body's perspective is discussed in the review, which concludes with an examination of construction economics and construction management in terms of EU wide activity.

There is a review of existing provision in accredited RICS masters courses in construction management and construction economics in Europe to ascertain whether any parts or jointly delivered or whether any European collaboration exists.

2. TOWARDS GREATER COLLABORATION IN SURVEYING EDUCATION

2.1 Educational Issues and Methods of Collaboration

The obvious advantages of setting up joint programmes include cultural diversity and exchange and academic collaboration. This applies to both undergraduate and postgraduate programmes. Undergraduate programmes are relatively long (usually three to four or more years) so that it is relatively easy to arrange student (and staff) exchanges between universities. On the other hand, postgraduate programs are relatively short and that makes it much more difficult for exchanges. Success in these matters comes down to the quality assurance systems in the participating universities and the establishment of some practical policies about degree, course and programme standards.

2.1.1 The undergraduate experience

Within Europe there has been a long commitment from the European Union (EU) to greater collaboration in education embodied in the SOCRATES and ERASMUS programmes and now developing in the Leonardo and Tempus programmes. These programmes have facilitated student and staff exchanges across a range of programmes including construction and real estate at undergraduate level. The ultimate purpose of these initiatives was to promote 'mutual trust, transparency and recognition of competence's and qualifications to establish a basis for increasing mobility and facilitating access to life long learning' (Copenhagen Declaration, 2002).

Within the real estate education, there is an innovative project known as the European Challenge. There are several participating universities within the EU such as the European Business School in Frankfurt and the Hansehogeschool in the Netherlands. Each year student groups are formed from the participating universities. The groups are then given a brief, which relates to a corporate relocation to Europe. Each group evaluates European cities for the relocation and makes their recommendations. The project takes several weeks to complete and is assessed by tutors from each of the Universities. This results in a very positive collaboration between students and tutors across a range of Universities within the EU and demonstrates what can be achieved.

2.1.2 The post graduate experience

The EU has also established a postgraduate (pg) programme since 2001 supporting and funding student exchanges at masters level over 3 year periods, however the beneficiaries of this initiative are small in number. Most students complete a home based master's programme with possibly a short period spent overseas such as a field trip. The field trips may have an assessed component and may or may not involve other academic institutions. The perceived difficulty with master's programmes is the duration of the courses – typically 1 year full time and 2 years part time study, thereby restricting the amount of time that may be spent outside the home institution. To date no real estate or construction course has been involved in this EU funded pg programme.

2.1.3 Real estate education

The majority of master's courses are fast track conversion courses which take non-cognate or semi-cognate degree holders and cover an extensive range of real estate subjects in a year but to a master level of study. A number of these courses feature an international module or unit. For example, the MSc Property Appraisal and Management (PAM) course at Sheffield Hallam University in South Yorkshire, England, features an International Blockweek Module, which the students complete during a week long visit to a North American city. The module is driven by a group project to undertake a development appraisal based on the highest and best use methodology. It is an effective method of teaching and learning and culminates in a student presentation to local practitioners. The results have been highly commended by the practitioners. This project has also been completed with students from McGill University in Montreal but is typically undertaken with the Sheffield Hallam students independently and therefore does not represent collaboration with another institution neither is there any joint academic award. The PAM course is RICS accredited and graduates from the course do work in North America, which demonstrates the benefits of labour mobility arising from this exposure to overseas practice during academic courses.

2.1.4 The Bologna Declaration

In June 1999, representatives from 29 EU countries made an agreement to promote greater harmonisation among Europe's diverse systems of HE. The objective of the 10-year plan is to break down the barriers inhibiting student mobility and post-graduate employment. Although

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the Bologna Declaration provides a framework for the adoption of compatible credit systems and understandable degree structures, it also addresses a number of broader issues relating to the future of HE within the EU.

The Bologna Declaration is part of the trend to achieve greater cultural and economic unity in the region. At the same time, there is a tangible need to redesign and harmonise academic programmes to better prepare students for emerging regional and international labour markets. The premise is that the dismantling of the welfare state and the rapid globalisation of knowledge and business has largely rendered Europe's traditional systems of HE obsolete. New degree structures and curricula will accommodate the changes.

The Bologna Declaration expressed the need to enhance international competitiveness in the overseas student market through the creation of a more viable and unified European system of HE, embodied in a number of proposals including:

- Adoption of a system of comparable degrees, to promote employability and the international competitiveness of the European HE system.
- Adoption of a system essentially based on undergraduate and graduate cycles. Access to the second cycle requires successful completion of the first cycle, lasting a minimum of three years. The degree awarded after the first cycle shall also be relevant to the European labour market as an appropriate level of qualification. The second cycle leads to the master and/or doctorate degree
- Establishment of a system of credits — such as in the ECTS system — as a means of promoting the most widespread student mobility. Credits could also be acquired in non-HE contexts, including life-long learning, provided they are recognised by receiving universities concerned.

Promotion of mobility by overcoming obstacles to the effective exercise of free movement with particular attention to:

- For students, access to study and training opportunities and related services.
- For teachers, researchers and administrative staff, recognition of periods spent in Europe researching, teaching and training without prejudicing their statutory rights.

Furthermore the promotion of EU co-operation in quality assurance with a view to develop comparable criteria and methodologies and finally the promotion of the necessary EU dimensions in HE, particularly with regard to curricular development, inter-institutional co-operation, mobility schemes and integrated programs of study, training and research. Therefore the political will and means to achieve greater EU educational compatibility and mobility is in place.

2.1.5 Universitas 21

On a global scale Universitas 21 is a network of research intensive universities (<http://www.universitas21.com/>). Most universities have a wide range of associations with other universities and the University of Melbourne, for example, has about 150 such agreements, memoranda of understanding and so on. Many are rarely used and most universities are seeking rationalisation by forming groups of like-minded universities whose qualities and standing are mutually acceptable.

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The opportunity for international collaboration has generated interest in many peak industry bodies that represent the professions. An opportune example is the interest shown in Universitas 21 by the RICS. A joint board was established in 2002 to investigate opportunities for an international professional portability project in real estate and is evidence of a professional will to greater collaboration in academia.

3. GLOBAL MARKET & PRACTICE ISSUES

3.1 The Global Market

If Europe is to remain strong economically EU citizens need to have access to individualised learning and work pathways which may take them to different levels of education, different occupations and sectors but also to different countries (www.Europa.org. January 2005). Cross border mobility of the workforce will increase post the 2004 enlargement and there is a need to develop a 'common currency' of qualifications and competence's. This may be achieved via a framework for transparency of competence's and qualifications for example the European CV and the HE sector European Credit Transfer System (ECTS). An ECTS equivalent is now being rolled out into the vocational education and training sector though the Copenhagen Declaration.

According to Held and McGrew (2002:1), Globalisation is about the expanding scale, growing magnitude, speeding up and deepening impact of trans-continental flows and patterns of social interaction. With it, there is a 'shift or transformation in the scale of human organisation that links distant communities and expands the reach of power relations across the worlds regions', that implies a social, a political, and an economic impact.

The origins of globalisation lie in the 19th century embodied in the work of Marx, Saint-Simon and Mackinder, though the phenomenon did not really take off until the 1960's and 1970's when expanding political and economic independence between western states highlighted the inadequacies of orthodox thinking (Held & McGrew, 2002:2). Events 'at home' had acquired impacts abroad and vice averse. With the collapse of state communism and consolidation of capitalism, awareness of globalisation grew in the 1990's.

Globalisation is highly contended, some perceive the growth of international markets as the 'Americanisation' of the world. Others argue that globalisation is a necessary myth, through which governments discipline citizens to meet the demands of the global market place. Marxists argue the current epoch is a new mode of western imperialism (Held and McGrew, 2002:4). Some argue that nationalism is strong and there no evidence of a global culture emerging despite vast flows of information, imagery and people around the world (Held & McGrew, 2002:30), whilst for others there is no global economy, merely three core trading blocs Asia-Pacific, the Americas and Europe (Piggott & Cook, 1999).

While Globalists' reject the Marxist view, they accede that globalisation serves the economic and social interests of the West, and argue there are deeper structural changes in the scale of

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modern social organisation. Globalists argue the existence of bodies such as the G7 group and the World Bank is evidence of a globalised world. That is the growth of multinational corporations and world financial markets in particular.

Taggart and McDermott (1993) posited that although the internationalisation of business has existed since pre-Christian times, it has increased in recent decades following the deregulation of markets and the creation of trading blocs such as the EU. Within trading blocs the barriers to trade are reduced, although external barriers are retained (Piggott & Cook, 1999).

A contributing factor to the acceleration of the internationalisation of business has been the significant developments in technology and science, 'micro-chips, jet planes, satellites, and optical fibres are among the key inventions that have made a fast moving, interlinked world possible' (Soros, 2002). Reductions in costs of transportation, telecommunications and computers have contributed further to globalisation (Soros, 2002).

3.1.1 Globalisation and surveying

Levitt (1986:20) argued this globalisation has led to the standardisation of consumer tastes and the homogenisation of markets everywhere, illustrated by the Coco-Cola Company, however the retail market differs to the property market. There are different methods of construction, different lease structures and different legal processes to contend with. Therefore the services offered by property professionals need to be adjusted to meet the specific requirements of a particular country or region, and property consultants will not be able to sell the same services in the same way everywhere (Banyard et al, 2003).

UK based property consultants have been entering the local property markets of foreign countries for some years (de Magalhães, 1999). The two reasons for this internationalisation of property consultancies are, firstly transnational businesses have been the main end users of prime commercial property, and more importantly, the ownership of prime property has become part of transnational asset portfolios (de Magalhães, 1999).

There are problems for businesses in new markets, which are mainly due to differences on 'culture' (Hill, 2002). Businesses need to be able to conform to the value systems and norms of that culture, say for example in the way deals are negotiated. Osborn (2001) noted the differences in negotiation in France where deals are done over lunch, 'if the characters match, it is easier to get work. It is important that you hit it off, that you are on the same 'niveau sociale'. Some countries can also present cultural and competitive advantages, that is to say the relationship between the value systems and norms of a country and the cost of the doing business in that country (Hill, 2002).

The other issues facing businesses wishing to operate in markets overseas are those relating to the differences in political, legal and economic systems of the country and the associated benefits, costs and risks (Dawson, 1995). Cross or joint European academic courses and

awards will help to erode these barriers for practitioners by promoting enhanced understanding.

Globalisation has resulted in the emergence of three large trading blocs or a global economy depending on the view one takes. This has impacted on property in two ways, by creating transnational companies who operate in many countries but require branding of their property, and companies who wish to invest in property markets other than their country of origin.

In summary globalisation in the real estate sector is driven by the following economic drivers;

- Institutional investors can no longer afford to restrict their investments to one country.
- Real consultancies and brokers have merged across national borders and continents, consolidating international market information and experience
- Financial institutions and banks are required by the market and global competition to finance real estate internationally
- Leading property developers are now established in many different countries (Schulte & Schulte-Daxböck. 2005)

3.2 Professional Perspectives

In 1999 the RICS, then a UK based professional body representing UK surveyors of land, property and construction, set out an 'Agenda for Change (RICS, 1999). The proposals were a response to the shifts in the real estate, property and construction markets and greater economic activity across national borders. The vision was and is 'to be the mark of property professionalism worldwide' (RICS, 2004). One of the most significant changes was a repositioning of the institution as a global body.

Since the Agenda for Change was published RICS has implemented their policy, partly with a large expansion of accredited surveying courses at undergraduate and postgraduate levels. Another strand of this policy was to establish separate branches of the RICS outside of the UK, for example, RICS Oceania in Australia. Growth there is found in increased membership of qualified surveyors and student members, a doubling of APC candidates, an increase in trained APC assessors across Oceania and 75% of all undergraduate property and construction courses are accredited by RICS in Oceania. Growth has also occurred in RICS Europe.

As with the UK RICS there is a full programme of CPD functions, some linked to local professional bodies, such as the Australian Institute of Quantity Surveyors (AIQS), as well as liaison with industry leaders and policy makers. RICS Oceania is also involved in the production and publication of best practice guidance notes for members and other member services. Thus the professional body supporting property and construction is adopting an expansionist and globalising policy but also integrating with local professional bodies where appropriate.

3.2.1 Practitioner perspectives

Some practitioners are benefiting from the policy changes implemented by RICS and more RICS members than ever work outside of their country of origin delivering professional services. Within Europe, xxx chartered surveyors are based permanently in EU countries whilst many others will work outside their country of origin on specific instructions such as Due Diligence surveys for institutional investors.

In 2003 Banyard et al's (2003) research concluded that mainland Europe presented an opportunity for the surveying, with the demands for internationalisation outweighing the barriers. Perceived barriers were the laws and legal practises that govern international property with a vast subject area and a lack of available information. Furthermore, there were restrictions such as the requirement by French law that an architect be employed for instructions in which building consents are required, these barriers are being eroded by the EU recognition of qualifications.

As with property consultants, construction companies and quantity surveying practices have evolved in the marketplace and the largest are multinational business operations with offices across the world. Employees are able to move within the organisation and work in a number of different countries. Examples of such organisations are Currie Brown, and Gardner & Theobald, their organisational structures is evidence of the demand for such globalised services.

3.2.2 Client perspectives

It has been stated that some clients prefer to use UK based RICS surveyors when making transactions or procuring property services outside the UK (Banyard et al, 2003). The advantage being the UK based surveyor is familiar with their client's needs and preferences and is able to deliver and communicate effectively. However the obvious disadvantage is that local knowledge is lacking which could be critical. Therefore it may be necessary to form alliances in order that a complete and full service is provided to the client. As more surveyors migrate to work overseas and as more surveyors outside of the UK attain RICS accredited entry qualifications and become RICS members this perceived weakness would be eradicated.

4. BARRIERS TO COLLABORATION

4.1 University Structures and Memoranda of Agreement

One of the key barriers to the establishment of joint European awards has been the process of establishing memoranda of agreement between collaborating institutions. This is the process whereby each participating institution has to quality assure themselves that each member is providing equivalence in terms of academic provision, teaching and learning, academic support, and access to support services and so on. It is a lengthy, expensive process which deters many institutions. The Universitas 21 initiative noted above has embraced this

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approach fully, however only 6 of the 16 member universities are located in Europe and none offer RICS accredited property or construction courses at masters level.

Institutions involved in joint awards have to make assurances that they will;

- establish mechanisms for the recognition of study undertaken at other participating institutions as part of the institution's home programme
- make appropriate arrangements regarding fees for tuition, registration, examinations and the use of library and laboratory facilities for students that it hosts under any programme
- sign memoranda of understanding or agreements on credit recognition and tuition prior to the first exchange of students under programmes.

Another barrier to collaboration in the HE sector is finance. Involvement in joint awards or collaboration usually requires some form of financial contribution. Depending on the accounting methods adopted by the universities involved this may or may not lead to difficulties, as accountants are unable to justify participation because of potential financial losses. This can leave staff to seek contributions from external sources for innovative educational developments such as the Royal Institution of Chartered Surveyors (RICS) and the International Federation of Surveyors (FIG) in the property and construction subject area.

4.1.1 Different academic structures

Previously in Europe many different systems evolved in the universities and initially there were acute difficulties in establishing equivalence where universities sought to collaborate jointly in academic programmes. These problems are being largely surmounted in Europe with the ECTS systems and the Bologna Declaration. There is a currently a rationalisation of degree structures underway across Europe which will result in greater commonality and increased ease of transfer and mobility for students.

4.1.2 Different academic calendars

Across Europe this is not a problem as the academic year generally commences in the autumn period and usually lasts about 9 calendar months overall, however where programmes wish to link with institutions outside of Europe, in say Australia, there are difficulties. With the Australian academic year commencing at the end of February it is out of synchronicity with the European academic calendar. This problem can be overcome if institutions are able to establish summer schools however it does rely on the willingness of the academics involved extending the academic year

4.1.3 Costs and student finance

Costs and finance represent a significant barrier to greater collaboration between EU institutions. There are many costs associated with the extension of home based modules to accommodate overseas students and also in taking students overseas for study purposes. For example, there could be the development of modules and teaching materials, the setting up of administrative support, and the dissemination of course materials with wider dissemination

through national HE networks and dissemination through academic journals. Other costs could include items such as;

- setting up and delivering jointly European block projects
- developing joint protocols for assessment and supervision between the institutions
- fostering sustainable academic links between the institutions and academics through the seminars, workshops and exchange visits
- developing international research opportunities for split higher research degrees at MPhil / PhD level.
- Student mobility costs
- Staff travel and subsistence

It is clear then that there are considerable costs involved in joint awards and enhanced collaboration between EU institutions which some institutions are reluctant to embrace.

4.1.4 IT, student services and other support issues

Similarly when other support services are considered, there are a considerable number of issues and costs to be taken into account and factored into staff workloads. These include

- agreeing and facilitating the mechanisms of student exchange,
- facilitating and providing student access to learning and academic support services, health, counselling
- organising admissions and fee waivers for exchange students,
- organising, liaising with institutions to facilitate accommodation for students and staff,
- allowing staff to develop and participate in project planning meetings,
- allowing staff to engage in academic programme management to ensure outcomes are delivered
- ensuring consistency of pastoral support across institutions
- setting up and administering selection procedures
- language and cultural preparation of students
- exchanging information prior to visit
- cultural acclimatisation during visit
- programme development

This is not an exhaustive list but does indicate some of the many issues, which do need addressing in order to have a successful collaboration with other academic institutions.

5. OPPORTUNITIES PRESENTED IN COLLABORATION

However whilst many barriers exist there are also significant opportunities presented by collaboration in HE. Considered here, in the context of CM and CE, firstly it promotes better understanding and interaction in the delivery and application of education between European institutions. Collaboration can develop sustainable links in the field of global CM & CE education at master's level and establishes new links and partnerships between educational establishments and surveying practitioners in Europe. Collaboration enables the generation of new perspectives on CM & CE issues through the exploration of cross cultural approaches to

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CM & CE, which reflects the growing globalisation of the CM & CE provision in the marketplace.

There are also opportunities to develop international CM & CE research at master's level. An important aspect is the fostering and development of sustainable academic links in CM & CE between the EU institutions and academics. Collaboration could facilitate the development of international research opportunities for split higher research degrees at MPhil / PhD level between the EU institutions. Finally collaboration could lead to the development an international resource base (Internet portal) of all completed projects that students from all participating institutions could access to undertake comparative and longitudinal research.

5.1. Benefits of Multilateral Collaboration under the Project

The benefits of the joint European awards and multilateral collaboration comprise the following;

- A significant strengthening of mutual co-operation and understanding in the field of global CM & CE
- Development of new educational and professional links in the field of global CM & CE
- Exchange of masters students and greater cultural awareness and understanding between EU
- The joint undertaking of significant real world, problem based projects in global CM & CE between European students who, in the future, will play a leading strategic role in CM & CE.
- Exchange of CM & CE expertise between European academics to influence educational development for future students and curriculum development
- Establishment of new academic links between European academics involved in global CM & CE education through joint research projects

6. EXISTING COURSE PROVISION IN CM & CE AT PG LEVEL

A desk top study (www.rics.org. 2005 <http://forums.rics.org/CourseSearch/display>) which identified all RICS accredited masters conversion and extension courses in Europe, identified that there were 25 courses in Construction Management / Construction Economics offered in 2005 (see Table 1 below).

Table 1: Location & numbers of RICS accredited pg. courses offered in CM/CE

Location	Number of post graduate courses in CM/CE
England	21
Scotland	3
Northern Ireland	1
Wales	0
Europe	0
Total	25

None were offered in European institutions and clearly there is a gap in the market here. This lack of provision also contrasts starkly with the position in real estate where 20 RICS accredited courses are offered (www.rics.org, 2005 <http://forums.rics.org/CourseSearch/display>).

A number of questions arise – given the globalisation of construction companies and cost consultants, why is the educational provision in terms of internationalisation so different for CM and CE? Do the existing courses offer modules in European construction / markets? Do any of the existing courses provide European field trips for their students or offer student exchanges? A brief questionnaire to the 25 UK based course leaders revealed the following;

Does your graduate diploma / master's courses offer any modules focussing on European construction? Of the 6 responses, 3 did not have any European construction focus. However the remaining three did feature some European focus which varied from case study materials to financial modules featuring international and European financial requirements. One course however, featured a good range of European focus in modules such as Project Management Principles and Construction, Procurement Management, Construction Project Management Practice on the master's course. On the graduate diploma, there was a European focus four modules; construction procurement and contract administration, construction economics and construction technology, property development and construction in Europe and strategic cost planning. From this sample, there is a considerable range of exclusion or inclusion of a European focus in the curricula.

The second question asked whether any European field trips were included in the course. Five of the 6 did not include any European field trip however one was a distance learning course, and another was considering whether to run a field trip. The final course had run European field trips to Berlin and continued to do so where possible. This result confirms the findings in the desktop study which claimed the short duration of the courses precluded overseas initiatives.

When asked whether the courses featured any student exchange, four responses were negative, though one course was distance learning, and one other would consider it. One of the courses did have capacity to accept students from Europe but not to send UK students to Europe. Finally one course had exchanged with students from Porto for a semester, had supervised dissertations from Munich students and was considering exchanges from students based in Helsinki, Eindhoven and Berlin. Whilst the majority of courses did not participate in exchanges it is apparent that one did on an extensive basis however there was a deep commitment from the course team to develop a curriculum with a structure and a philosophy which featured a European focus. The team developed COMBEE (Construction Management and Building Economics in Europe) 10 years ago with European funding and further details of the project can be found at <http://www.awestcott.freeserve.co.uk/cda/index.htm>. It is apparent that funding and a commitment are pre-requisites for a successful outcome.

The final question asked whether there was a market for joint European awards at master's level? The responses were more positive only one institution felt that there was no market, and they had run a programme with a European focus a decade ago and had dropped it due to lack of demand. Three were prepared to consider the possibility but raised a number of barriers such as finance, time to develop the courses, quality assurance issues, selection procedures and the need for market research. One was very positive about the benefits of joint awards citing the recent expansion of the EU and integration of Eastern European countries as providing a need for consistency and transparency within CM and CE, with education being the best way to achieve this. Interestingly the institution with the most involvement in European institutions and construction stated that as UK based students sought professional qualification as quickly as possible post graduation, there was little demand for these students to work in Europe. However for European students, work experience in the UK is regarded as essential to career progression and therefore an imbalance in demand exists. With the professional body, the RICS expanding its membership and influence within Europe this imbalance may diminish as graduates are able to attain professional qualifications anywhere in Europe.

7. CONCLUSIONS AND THE WAY FORWARD

This brief examination of the potential for collaboration and joint European awards in CM and CE revealed that there is a political will for greater collaboration in HE which is based on economic drivers for the growth of the EU. Changes are being implemented to make transparency and mobility easier for EU students, which will increase student exchanges and transfers. The professional bodies are expanding their presence and increasing membership in Europe. Globalisation has resulted in greater opportunities for international real estate, property development and construction and there is growth in these sectors for practitioners.

There is a reasonable amount of European collaboration and a desire for greater collaboration in the real estate and property sectors but little is currently published relating to CM and CE.

The difficulties with joint European collaboration the pg level is due to the short duration of courses and the need to cover extensive subject matter. Other barriers are university structures, quality assurance procedures, costs and finances issues as well as IT, student services and support issues all of which need to be addressed for a successful outcome.

Nonetheless collaboration presents significant opportunity and benefits for those involved in terms of academic development, academic links, a strengthening of the knowledge base of the workforce and greater cultural awareness and understanding within the EU.

The results of the brief survey of course leaders in Europe revealed that there are no RICS accredited CM / CE courses outside of the UK, which inhibits collaboration. The small sample was split in terms of perceived demand for future European collaboration in this sector. The amount of existing European focus within the courses is limited as are field trips outside the UK. Student exchange on these courses is also rare and limited.

Apart from the exceptional course, there is a lag behind the political will to greater student mobility, transfer and collaboration between EU institutions. Also the market is showing a growth in multinational organisations and a demand for pan European surveying and construction services and the professional body is keen to deliver and support this growth. Currently within academia the barriers and current economic climate in HE preclude the widespread adoption of greater collaboration and development of joint awards, however this position is likely to change over time.

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BIOGRAPHICAL NOTES

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