

Template C4



Programme Specification

Title of Course: *BSc (Hons) Quantity Surveying top-up*

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Version number	4
Faculty	Faculty of Engineering, Computing and the Environment
School	School of Built Environment and Geography
Department	Department of Civil Engineering, Surveying and Construction
Delivery Institution	ESOFT College of Engineering and Technology

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	BSc (Hons) Quantity Surveying top-up
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	BSc Quantity Surveying
Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	K281 (full-time)

RQF Level for the Final Award:	Level 6
Awarding Institution:	Kingston University
Teaching Institution:	ESOFT College of Engineering and Technology
Location:	ESOFT, Colombo Sri Lanka
Language of Delivery:	English
Modes of Delivery:	Part-time Full-time
Available as:	Full field
Minimum period of registration:	Part-time - 2 Full-time - 1
Maximum period of registration:	Part-time - 4 Full-time - 2
Entry Requirements:	<p>The minimum entry qualifications for the programme are:</p> <p>From: Edexcel HND Levels: A pass in the relevant HND to include a pass in the twenty units listed in Table 1 below (or their equivalent) and the achievement of an overall score of minimum 240 credit points which 120 would be at Level 5.</p> <p>English Language Requirement: A minimum International English Language Testing System (IELTS) score of 6.0 overall with minimum 5.5 in Speaking, Writing, Reading and Listening or equivalent, is required for those for whom English is not their first language.</p>

	<p>Other qualifications are considered as equivalent alternatives to IELTS requirements for entry into Kingston University programmes franchised for deliver at ESOF in Sri Lanka are:</p> <ol style="list-style-type: none"> 1. GCE O Level English Language: Credit, Distinction or Very Good Pass, 2. ESOF English for Academic Purposes in Reading, Writing, Listening and Speaking: results which equate to our normal entry conditions in the following ways (NB: the overall grade to be an average of the four skills module results) <table> <tr> <td>IELTS</td> <td>ESOF</td> </tr> <tr> <td>6.5</td> <td>58+</td> </tr> <tr> <td>6.0</td> <td>50-57</td> </tr> <tr> <td>5.5</td> <td>42-49</td> </tr> </table> <p>N.B. <i>All applications will be subject to the Kingston University Accreditation of Record = Prior Learning (RPL) rules and regulations applicable at the time of application.</i></p>	IELTS	ESOF	6.5	58+	6.0	50-57	5.5	42-49
IELTS	ESOF								
6.5	58+								
6.0	50-57								
5.5	42-49								
Programme Accredited by:	Non-accredited programme								
QAA Subject Benchmark Statements:	Construction, Real Estate and Surveying 2024								
Approved Variants:	There are no variants.								
Is this Higher or Degree Apprenticeship course?									

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	n/a
Recruitment, Selection and Admission process:	n/a

**End Point
Assessment
Organisation(s):**

n/a

SECTION 2: THE COURSE

A. Aims of the Course

The general aim of the course is:

- To equip graduates with the necessary skills and knowledge needed to be able to manage a construction project from inception and design through occupation, working towards cost-efficient, safely and on time whilst gaining the necessary employability skills such as problem-solving, digital competence and adaptability enabling graduates to follow careers in related professional disciplines.

More specific aims of the course are:

- To produce graduates with a breadth and depth of knowledge and a thorough comprehension of the key aspects of the construction industry within a business perspective.
- To understand and advise on the procurement process and be able to play a key advisory role within the decision-making team.
- To develop a critical knowledge of the theory and practice of estimating, cost planning and pricing taking due account of risks and life cycle costs.
- To furnish students with a sound working knowledge of existing and emerging measurement techniques including the ability to measure complex structures, and the role of IT within measurement.
- To allow students to develop analytical skills and an ability to evaluate evidence and assumptions to reach sound judgements and communicate these effectively.
- To provide quantity surveying graduates to the construction industry who have a creative approach to the solution of problems and the requisite technical skills to realise these solutions.
- To furnish graduates with a firm grasp of Sustainability and Health and Safety within the context of their discipline.
- To provide graduates with reflective skills to recognise the need to continually develop themselves in order to exercise their professional judgement.
- To develop the understanding, knowledge, and skills to become, after appropriate further practical experience, competent practitioners of quantity surveying.
- To equip students with the research skills required for postgraduate study and the employability skills required for work in the construction and related industries.

B. Intended Learning Outcomes

The course outcomes are referenced to the relevant QAA subject benchmarks for Land, Construction, Real Estate and Surveying (2024) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) And relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills, and graduate attributes in the following areas:

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the [‘Sector Recognised Standards in England’](#) (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A6	Relate all their studies to a well-attuned knowledge and holistic understanding of sustainability	B5	Recognise the implications of ethics and triple bottom line sustainability and apply these principles to all their studies in preparation for their future professional lives	C5	Compile pricing and tender documents and quantify risk with commercial projects
A5	A sound working knowledge of existing and emerging measurement techniques including the ability to measure complex structures; and the role of IT in its delivery and management;	B4	Exercise sound judgement based on appropriate evidence in relation to professional practice problems and research questions	C4	Describe and draw forms of construction commonly used in commercial and residential development and diagnose common building defects
A4	Develop a critical knowledge of the theory and practice of estimating, cost planning and pricing; the role of risk and sustainability	B1	Critically analyse the information and knowledge base within which they are working and be able to challenge ideas rationally and constructively	C3	Use computer technology to assist with information retrieval and management
A2	Demonstrate an understanding of the law relating to the land, to contracts, to tortious liability, to dispute resolution, to the construction process and to matters pertaining to their discipline;	B2	Identify practice related problems and prepare logically sound plans for their solutions	C2	Use standard industry software packages for estimating, measurement and project management.
A1	Demonstrate a sound understanding of professional issues affecting the construction technology of residential/commercial structures, procurement, cost estimating/control and the	B3	Think creatively and with imagination and bring these capacities to solve problems related to their studies	C1	Produce estimates, cost plans, cost reports and development appraisals. Carry out life cycle costing exercises.

	construction management process;				
A3	Understand the role of Quantity Surveying in relation to delivering professional services to the Client and the need to understand client objectives and organisational strategy			C6	Present a case for presentation at a professional scenario such as a professional dispute

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

This programme is offered in full-time and part-time modes, and leads to the award of BSc (Hons) Quantity Surveying Consultancy. Entry is at level 6 with HND level or equivalent qualifications (See section C). Transfer from a similar programme is possible at level 6 with passes in comparable level 4 & 5 modules – but is at the discretion of the course team. Intake is normally in September.

1. Professional and Statutory Regulatory Bodies

The course does not have official professional accreditation

2. Work-based learning, including sandwich programmes

Not applicable

3. Outline Programme Structure

Level 6 is made up of four modules each worth 30 credit points. A student must complete all 120 credits. All students will be provided with the University Undergraduate Regulations and specific policies. Full details of each module will be provided in module descriptors and student module guides.

BSc (Hons) Quantity Surveying top-up

Level 6							
BSc (Hons) Quantity Surveying top-up							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Applied Business Management	EG6026	15	6	TB1		1	1
Construction Information Management Systems	CE6035	15	6	TB2		1	1

Construction Law and Contract Practice	CE603 6	15	6	TB2		1	1
Individual Research Project	CE602 6	30	6	TY13		1	1
Professional Quantity Surveying Practice (Consultancy)	CE603 0	30	6	TY13		1	1
Project Management	CE603 3	15	6	TB2		1	2
Optional Modules							

D. Principles of Teaching, Learning and Assessment

The BSc (Hons) Quantity Surveying Course top up programme delivered at ECET following the Kingston University Curriculum Design Principles to help develop students into graduates that are professional, thoughtful, creative, resilient, proactive and globally aware independent, equipping them to be lifelong learners.

Overarching principles

All students on the programme are working towards a professional career in which they must be able to exercise judgement, communicate with clients and the public and throughout take an ethical approach to all that they do; we also encourage them through the design and execution of the curriculum to be both knowledgeable in terms of how sustainability principles apply to their own field but also develop a responsible attitude towards the role that built environment professionals can play in helping to manage resources in ways which promote environmental sustainability, good governance, respect for people, well-being and the pursuit of economic goals.

The **Future Skills Framework** are embedded in the curriculum through Navigate programme (15 credits) **EG6026 Apply Business Management** (Level 6), ensuring graduates develop the skills, experience, and opportunities to thrive in their careers. These professional and personal development such as communication, problem-solving, critical thinking, and creative thinking skills employers most value, anchored in the curriculum as credit-bearing.

The role of teaching and assessment is to underpin student learning and throughout the programme the strategy is to engage students with a wide range of activities that enable them to develop the knowledge and skills that they will need as practitioners alongside their knowledge base. The student should, as far as practicable, be empowered to take control of their learning but be supported strongly through the process. It follows that as the student progresses through the levels the emphasis will be from lecturer-led to student-led work though lectures will feature at all levels of the programme. In delivering on this principle, much of the teaching related to knowledge and understanding will be focused on simulated real-life study and projects in which students will be led through the materials and required to develop their skills through the tasks set. Site visits are therefore key components of the strategy and support sessions aimed at skills development are an important part of the delivery strategy.

Teaching & Learning

A solid and comprehensive technical and professional knowledge base is non-negotiable and is delivered through lectures and seminars provided in a collaborative

working environment which aims to facilitate lecturer/learner and learner-to-learner interaction across disciplines. Lectures are used to impart key information and will normally be followed up by tutorials and workshops which provide opportunities for problem-based learning (PBL), project-based learning (PjBL), flipped classrooms and game learning via a range of in-class activities including for instance scenario analysis, role-play and simulations.

Module guides set out clear expectations for guided independent learning. Students will be directed to reading and Technology Enhanced Learning (TEL) packages to prepare for individual topics or sessions and also to problem sets or exercises to consolidate and test their learning afterwards. The Virtual Learning Environment (VLE) at Kingston will support learning throughout the course through a variety of TEL objects such as videos, screencasts, on-line MCQs, discussion boards, and interactive teaching packages. It will also deliver teaching material such as lecture notes/presentations, problems set and worked examples to reinforce the students learning and helps them to understand how construction elements are put together. This helps support an inclusive approach as students can access learning material at their convenience and work through it at their own pace with the opportunity to pause and rewind as they wish. Teaching may be augmented by on-line discussion boards to aid understanding. We recognise that an ability to be comfortable with a range of digital media is important to employability skills and effective learning. Students also need to be computer literate and able to operate industry standard computer packages.

Developing skills is also critical to successful vocational education. These skills are practical – such as the ability to design and draw building details and layouts both free hand and with the use of IT programmes such as computer aided design software. Students will also have skills in Excel and will have developing skills in project management software programmes and in Digital Technologies such as Building Information Modelling (BIM); they will also learn to access research databases efficiently. They will develop professional skills, such as how to write and present reports on strategic advice and programmes of building works of maintenance and alteration and intellectual skills, such as resolving problems such as construction contract disputes and to debate some of the ethical and policy issues that they may face in their subsequent professional lives. The learning and assessment philosophy also places emphasis on personal skills development, through extensive use of group-based activities which develop team working skills and respect for colleagues and reflective diaries which are critical dimensions of professional practice.

Future Skills and Interdisciplinary collaboration

Undergraduate students on this program take Level 6 in **EG6026 Applied Business Management** where students will be able to demonstrate the ability to apply their developing professional skills competencies and having broad understanding of the business environment in which students working together as a team to develop business idea at Kingston University's Bright Ideas competition. Students will evaluate the commercial impact of managerial decision with reference to Corporate and Social Responsibility (CSR) and Environmental Social and Governance (ESG). Students will participate in workshop to fully articulate their experiences to meet their lifelong learning/CPD ambitions (e.g. through mock interview practice).

At Level 6, students will continue to have collaboration in **CE6035 Construction Information Management System** where students develop further their interdisciplinary group working through Scenario-based Learning demonstrating the range of skills and in-depth understanding of technologies tools underpin successful

project delivery and at the same time embracing future trends in construction digitisation such as drones, Virtual Reality (VR) and Artificial Intelligent (AI).

Focus on active learning and enhancing student engagement

A feature of the learning, teaching and assessment strategy in the school is that many instructional lectures have been replaced by collaborative, problem solving or enquiry-based learning workshops and tutorials. These require students to prepare for, and participate in, the classroom activities, rather than passively listening to the lecturer. Students are expected to engage with the guided learning to prepare for these teaching sessions and consolidate their learning after the session. These interactive sessions also provide students with opportunities for peer learning, group work and presentation practice. Give some module examples where this occurs in these sessions the lecturer facilitates learning by supporting students in creating their own knowledge and understanding. Lecturers may also introduce and summarise key concepts with short mini-lectures. Scenario-based Learning is introduced in many modules where these collaborative activities encourage students to draw on their own set of experiences and cultural backgrounds when tackling real world challenges.

The use of Future Skills and Graduate Attributes through **EG6026 Applied Business Management** within the discipline context where at Level 6 which is to foster a bridge to the wider professional and learning communities of practice for the student's subject discipline and reflecting on these interaction.

Active and collaborative learning is also incorporated in traditional lectures which may have question-and-answer sessions, brief student discussions, Mentimeter activities integrated into the lecture. These methods ensure that valuable contact time is focussed on the application and critical analysis of knowledge and the development of key skills such as problem solving, communication, and group-work.

The high percentage use of active learning sessions in the teaching hours is aimed at improving student engagement, creativity, confidence, and self-reliance. The course endeavours to further secure student engagement by making students feel part of a community and increasing their sense of belonging which is supports to improved retention and progression. This is achieved by providing opportunities to interact with staff and students both socially and academically. In addition, to the active learning sessions and group work, this is achieved through: the Personal Tutoring scheme, field work, industrial visits, extra-curricular seminars, research internships, course representative system, student ambassador work, peer mentoring, civic engagement and outreach opportunities.

Practice and research-informed teaching

Embedded in our teaching and learning practice are both practice and research informed. In addition to academic staff, the teaching of specialist topics is delivered by experienced practitioners. The involvement of practitioners in our teaching delivers a range of benefits to the student experience. Practitioners can share their professional experience and bring a wealth of knowledge in relation to current and emerging issues within the respective discipline and industry-led practice. Practitioners also serve as inspiring role models for students preparing to enter practice.

Our approach to research-informed teaching is largely based on the concept of research-based teaching where emphasis is on research methodologies, processes, and problems, learning in a research or inquiry-learning environment. This is in particular strongly presented in **CE6030 Professional Quantity Surveying Practice** where students are active learners, constructing knowledge in a research environment with the guidance of academics as well as construction practitioners from the Industry. With this approach, students learn about research processes or learn in project-

oriented problems by developing research skills such as ability to critical analyse and reflect, ability to organise and plan, ability to gather & analyse data. **CE6026 Individual Research Project** also follows this model. This places students at the heart of constructing new knowledge. It seeks to transform students from passive recipients of information to active self-motivated independent learners and researchers who are enabled to challenge existing knowledge bases and partake in the creation and dissemination of new knowledge that furthers and advances scholarship and professional practice within their discipline. There are varied manifestations of research-based teaching in the course taking several forms of experiential learning achieved through in-class problem-based learning, field work and laboratory work. These create opportunities for students to investigate and critique theory and its application and share their reflective findings with other staff and students. Research-informed teaching is also achieved through the concept of research-led teaching where research undertaken by academic staff teaching on the course, which in turn informs the design of learning activities as well as collaborative research projects involving staff and students which often result in publishable research outputs.

Development of Graduate Attributes and Future Skills

The progressive development of a range key Graduate Attributes is another feature of the course as exemplified in teamwork and development of Future Skills are effectively in Level 6 in **EG6026 Applied Business Management**, where students able to plan their personal development through learning journey, critically evaluate their own personal development through reflection and to set goals and take action relating to their development.

To complement the development of Graduate Attributes and Future Skills within the curriculum, Personal tutors will encourage students to engage in a range of extra-curricular activities such as student representation, part-time work, sports and recreation, society membership, volunteering ; student ambassadorship, leadership and mentoring; cultural and creative activities; academic and professional collaboration; placement activity; enterprise activity; Careers and Employability events and opportunities organised by ECET.

Assessment for Learning

Assessment strategies are carefully designed to satisfy the learning outcomes of individual modules and the programme, and to comply with the University's Curriculum Design Principles. A range of assessment methods are to enable students to demonstrate learning objectives and to demonstrate the acquisition of knowledge and skills. The varieties of assessment e.g. assessment for learning such as MCQs, digital portfolio, short in-class quiz using Canvas, Mentimeter, MS Forms or Padlet; and assessment as learning such as problem assignment, reflective active plan, video recording and client-facing report will stimulate interest and engagement in students. The assessment is designed to be authentic, inclusive, and transparent. In addition, some assessment tasks focus on the real world or problem based which requires students to perform in a team environment.

All modules have explicit formative assessments to provide opportunities for practice and the chance to use timetabled 'feed forward' sessions or coursework consultation sessions to help students improve their work in subsequent summative assessments. The use of a well-balanced range of assessment methods is key part to of our inclusive assessment strategy. Group and teamwork assessment is instrumental in developing and recognising this important Future Skills and Graduate Attributes.

Assessment is both formative (i.e. the work is marked and feedback given but the mark does not count towards the module achievement mark) and summative (the assessed

mark counts towards the module grade awarded). Formative assessment is important as it encourages students and supports their overall learning. Examples of formative work include:

- Draft submissions of coursework for comment and feed-forward;
- On-line discussion groups through VLE monitored by staff;
- In-class quizzes to test recently covered lecture material;
- Formal 'client meetings' in which notes are made and feedback given; and
- The preparation of portfolios based on weekly seminar work, where only the final portfolio is assessed summative.

As the programme is focused on developing employability skills, the ability to present orally, to produce well-presented and appropriately structured professional reports, and to sketch and produce scheme designs using software are also assessed. Professionals working in the real estate environment also need to communicate effectively with people from a wide range of backgrounds, all the time demonstrating an ability to sustain an argument, whilst having due consideration for those with whom they are dealing. Therefore, oral negotiation, advocacy and debate are all used as assessment methods and the School has developed specific experience in these methods. Formal summative points are spread throughout the year to ensure an even workload for the student. Normally the last assessment task will be synoptic in nature in that it will test all or most learning outcomes, thereby assuring the assessment boards that each student has fulfilled the learning objectives before progressing to the next stage of study. Feedback to students on summative assessment is vitally important. This is delivered through several means such as formal written individual feedback which contains pointers for future improvement: the use of Rubrics setting out criteria and class collective feedback. The method used will vary depending on the task that was undertaken but staff realise the need for it to be timely and supportive.

Inclusive Teaching Practice

Student Voice Committees and School Education Committee provide opportunities for student to make suggestion on how to develop a more inclusive curriculum by taking into account the specific circumstances of the student body. The variety of teaching activities also takes account of the student's different learning preferences and experiences and there is a careful balance of individual and group-based activities.

Marking criteria are provided for all assessments as part of the assessment booklet at the beginning of the year for each module and care is taken to ensure that the language used is clear. Assessment and marking criteria for all substantial assessments are discussed in class so all students have an opportunity to interrogate the criteria.

In the programme as a whole, the following components are used in the assessment of the various modules:

- Individual and group-based case project work: to assess ability to understand requirements, to provide solutions to realistic problems and to interact and work effectively with others as a contributing member of a team. The outcomes can be:
- Written reports, where the ability to communicate the relevant concepts, methods, results and conclusions effectively will be assessed.
- Oral presentations, where the ability to summarise accurately and communicate clearly the key points from the work in a brief presentation will be assessed.

- Video, which may replicate features of oral presentations but allows advance preparation away from the audience (which may suit some students better).
- Multiple choice or short answer questions: to assess competence in basic techniques and understanding of concepts.
- Long answer structured questions in coursework assignments: to assess ability to apply learned techniques to solve simple to medium problems and which may include a limited investigative component

Project: The individual project module represents an opportunity for students to draw together different aspects of their learning on the course and to apply the techniques learned in an extended study. As such the assessment here will place a greater emphasis on ability to plan work, manage time effectively, and research background information, culminating in a written report and interview

E. Support for Students and their Learning

Students are supported by;

- A Module Leader for each module gives 'front line' support on technical matters relating to the subject material through the tutorial week sessions;
- An Course Leader who can give support to help students understand the context of their discipline and the programme structure;
- A dedicated Administration Team who provide students with a quick and 'local' answer to any administrative queries they may have.
- Staff Student Consultative Committees with student Course representatives, and
- Mid-point and end of year student evaluations to ensure that modules continue to best service student learning needs.

Tutorial and Academic Support system that is comprehensive and tailored to student needs

- Each student is provided with a named member of academic staff in induction week. The teaching blocks have been structured to ensure regular meetings 5 times a year as a minimum;
- Students will keep the same tutor throughout their course of study
- An induction programme and study skills sessions at the start of every academic year to ensure that students are aware of the expectations we have of them as they move through the programme; and

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs)
- Moderation policies
- Feedback from employers

Employer liaison groups which take varying forms also provide the opportunity for external input to the quality assurance and enhancements of the School's programmes.

G. Employability and work-based learning

This curriculum embeds the development of employability skills throughout the course and is designed to equip students with the ability to relate the knowledge and skills that they have learnt to real world contexts in which they may work in the future.

Initially students are guided towards learning about employability skills and career pathways, but as they move through the course, they are expected to become more independent and take ownership of their career development by engaging with classes provided by Careers and Employability Service (ECET), including; Professional Communication, Time and Self-Management and Identifying and Articulating Skills. There are also opportunities to perfect skills required to gain employment such as; CV writing, Psychometric Test and Using LinkedIn Learning. A student's development and career options are discussed in personal tutor meetings and guidance given as appropriate. This is in liaison with the University's Careers and Employability Service team.

The student's development of Future skills and Graduate Attribute is supported through active engagement in the KU Navigate Programme enabling students to understand and developing a design thinking approach to Future Skills development. The Careers and Employability Service (ECET) supports students in preparation of CVs and letters of application. Furthermore, the Careers and Employability Service arranges career fairs from leading employers (two or three times a year) who talk to students about work in the construction industry and skills required. With these visitors, students have the opportunity to have mock and/or real interviews as well collect information that helps them in career decision making.

Most graduates will aspire to careers in the construction industry and to becoming Chartered Builders. Graduates develop careers in all branches of the construction industry, in Sri Lanka and throughout the world; as contractors and consulting engineers, and within local authorities, water authorities, government organisations, businesses and the defence industry. Where students take an industrial placement they are able to secure employment with the placement organisation following graduation. The academic and key skills developed throughout a construction/engineering course allow graduates to follow careers in other professions such as ICT, finance, teaching and construction professionals. In addition, a number of graduates will progress to MSc courses in construction-related specialist areas before continuing their career in industry or research.

Work-based learning, including sandwich courses and higher or degree apprenticeships

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H. Other sources of information that you may wish to consult

Subject benchmark

Qualifications Frameworks (qaa.ac.uk)

Faculty Website:

Faculty of Engineering, Computing and the Environment - Kingston University
London

School Website:

<https://www.kingston.ac.uk/faculties/science-engineering-and-computing/about/schools/school-of-built-environment-and-geography/>

Professional Body:

www.rics.org

www.ciob.org

BSc Quantity Surveying Page:

<https://www.kingston.ac.uk/undergraduate/courses/quantity-surveying-consultancy/>

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 6					
		CE6035	CE6036	CE6033	EG6026	CE6030	CE6026
Knowledge & Understanding	A6						
	A5						
	A4						
	A2						
	A1						
	A3						
Intellectual Skills	B5						
	B4						
	B1						
	B2						
	B3						
Practical Skills	C5						
	C4						
	C3						
	C2						
	C1						
	C6						

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.