Template C4

Programme Specification

Title of Course: *BSc (Hons) Building Surveying Degree Apprenticeship*

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Faculty	Faculty of Engineering, Computing and the Environment
School	School of Engineering
Department	Department of Aerospace and Aircraft Engineering
Delivery Institution	Kingston University

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): ***Up to 10 pathways***	BSc (Hons) Building Surveying Degree Apprenticeship
Intermediate Awards(s) and Title(s): ***There are 4 Intermediate awards for each pathway***	Cert HE in Building Surveying BSc Building Surveying Dip HE in Building Surveying
Course Code ***For each pathway and mode of delivery***	UPBSU1BSU77
UCAS code ***For each pathway***	

RQF Level for the Final Award:	Level 6
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Kingston University
Language of Delivery:	English
Modes of Delivery:	Part-time
Available as:	Full field
Minimum period of registration:	Part-time - 5
Maximum period of registration:	Part-time - n/a
Entry Requirements:	The minimum entry qualifications for the programme are: From A levels: 112-128 UCAS Points from at least 2 GCE A-Levels. BTEC Level 3: Extended Diploma and Diploma in a related subject Access Diploma: Pass Access to HE Diploma in engineering, science, business and maths subjects. T Level- Merit in Design, Surveying and Planning for Construction 5 GCSE subjects at grade C/4 or above including Maths and English Language. Recognition of Prior Learning: Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 modules – but is at the discretion of the course team and meeting KU Admissions Policy. Intake is normally in September. - Entry into level 4, an applicant meeting entry requirements stated above and direct entry to level 5, requiring appropriate employment, employer approval

	and academic qualifications deemed equivalent to BSc level 4 (normally HNC/D) in a Civil Engineering or equivalent discipline. - Learners who have alternative or non-standard qualifications that needs to be credited on an 'RPCL' and 'RPEL' basis are considered on an individual basis and is at the discretion of the course team.
Programme Accredited by:	Royal Institute of Chartered Surveyor (RICS)
QAA Subject Benchmark Statements:	All subject benchmark statements can be found here:QAA subject benchmarks for Land, Construction, Real Estate and Surveying (2019)
Approved Variants:	N/A
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	Chartered Surveyor (Degree)- ST0331
Recruitment, Selection and Admission process:	nformation regarding available apprenticeships with a number of Employers can be found on the Institute for Technical Apprenticeships and Education . Apprentices apply for positions with Employers, and then, following application, interview and selection process, successful apprentices apply for the degree apprenticeship through our application process led by the Central Apprenticeships Team (CAT), Admission Tutor and Programme Course Leader. Assuming qualification stipulations are met by the apprentice, they will be invited to complete the on-boarding process through our end-to-end software Aptem. This includes completion of an Initial Needs Assessment - with the apprentice declaring Recognised Prior Learning - both academic and experiential - against the learning outcomes for the academic programme and its modules. Please see our apprenticeship webpages - https://www.kingston.ac.uk/degree-apprenticeships/ Higher and Degree Apprenticeships - Kingston University London - for more information."
End Point Assessment Organisation(s):	Royal Institute of Chartered Surveyor (RICS)

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 apprentices 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 apprentices 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 apprentices 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 QAA subject benchmarks for Land, Construction, Real Estate and Surveying (2019) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) And relate to the typical apprentice. The course provides opportunities for apprentices 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 On completion of the course students will be able to:		**Intellectual Skills** On completion of the course students will be able to		**Subject Practical Skills** On completion of the course students will be able to
A6	Relate all their studies to a knowledge and holistic understanding of sustainability including social, economic and environmental aspects within the context of the built environment.	B5	Demonstrate a positive attitude to learning that encourages continuing professional development throughout their careers	C6	Apply procedures relevant to standard contracts and statutory controls
A5	Demonstrate understanding of the theory and practice of cost planning, risk, life-cycle and sustainability initiatives to support application of key theories and principles used in the management of construction and the other disciplines of the built environment.	B4	Manage projects, people, resources and time taking account of sustainability, legal and statutory requirements, risk, safety, quality and reliability	C5	Prepare construction documentation including producing estimates, cost planning and compiling pricing and tender documents.
A4	Demonstrate an appreciation of principles and processes that deliver an inclusive environment recognising the diversity of user needs including communities and the stakeholders, and the importance of professional ethics.	B1	Critically analyse the information and knowledge base within which they are working and be able to challenge ideas rationally and constructively	C4	Use digital technologies to support interdisciplinary collaborative working in the construction management process.
A2	Demonstrate in-depth understanding of the various professional roles and parties involved in all stages of the project life cycle and the law and its regulatory context relating to land, contracts, tortious liability, conflict avoidance and dispute resolution, matters pertaining to professional	B2	Identify practice related problems and prepare logically sound and evidence-based plans for their solutions;	C3	Utilise management techniques to control design and construction

	practice and ethics and to have developed a critical appreciation of legal matters relating to contract administration;				
A1	Demonstrate a sound understanding of professional issues affecting the construction technology and use of resources in residential/commercial structures and infrastructure projects, procurement, cost estimating/control and the construction management process;	B3	Think creatively and imaginatively to solve management and design problems.	C2	Use standard industry software packages for estimating measurement and project management.
A3	Demonstrate knowledge and understanding of the management of construction identifying the key concepts and principles used in construction management including business, legal, cultural and ethical and recognising the regulatory systems including building and planning regulations.	B6	Recognise the importance of professional bodies and the professional conduct expected of Construction Managers and Professional Engineers	C1	Prepare project appraisals, measure and quantify construction works, produce estimates, cost plans, cost reports to support the design development process and production of project information used in the commercial management of projects.

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

BSc (Honours) Building Surveying - Degree Apprenticeship is aimed at apprentices who wish to study Quantity Surveying to Honours Degree level through the five-year Degree Apprenticeship Scheme. The programme embraces recent developments in higher education and industry and the curriculum and teaching benefits from the research interests of the academic staff. The programme is accredited by the Royal Institute of Chartered Surveyors (RICS) and has been designed in accordance with the IfATE Standard ST0331 and associated KSBs.

The course is offered as a five-year non-integrated Degree Apprenticeship programme (60 months plus 6 months for completion of the End Point Assessment for those in Quantity Surveying -related employment, sponsored by the employers. The programme comprises 18 modules (12 modules of 15 credits + 6 modules of 30 credits) spanning from level 4 to level 6 utilising a minimum of 20% of the apprenticeship time over the main 5-year period of study (60 months) followed by Gateway and End Point Assessment (EPA) preparation (an additional 6 months). The taught commitment is typically one-day per week educational programme at Kingston University for each of the five years of the programme, and addition to some pre-advertised block release for activities such as Site visits, fieldtrips and other project based work. Hours associated with module assessments are also included within the minimum 20% off-the-job training, and these can be spread out throughout the main academic calendar (i.e., late September to end May) around workplace commitments. There is an opportunity for direct entry to Level 5 with appropriate academic qualifications and professional experience.

BSc (Honours) Building Surveying - Degree Apprenticeship draws on staff expertise in the Department of Civil, Surveying and construction management; from staff in the Faculty of Engineering, Computing and the Environment, university support services (e.g., the Guild of Students), and working closely with Kingston University Sustainability Hub (KUSH) to ensure the course is compliant to the principles and values of sustainable development.

The majority of modules will be co-taught with students on the 3-year full-time and 5-year part-time BSc (Honours) Quantity Surveying programme with dedicated support from Personal Tutors, the Academic Lead, and the Degree Apprenticeship Skills Coach. Support is tailored to the needs of the Degree Apprentices, including: employer liaison prior to the commencement of training (e.g., on-boarding and induction); bespoken tutorials and Tripartite Review Meetings during the 60 months of core-training; and guidance and support in the completion of the Gateway Process and preparation to sit final End Point Assessment. Additionally, the apprentices are supported by an Employer Mentor at the workplace who will monitor apprentices' progress. As a minimum the apprentices will meet with the Degree

Apprenticeship Skills Coach/Academic Lead (i.e., training provider representative) and the Workplace Mentor/Line Manager (i.e., employer representative) at least four times per year at strategically defined points in the curriculum – these being the Tripartite Meetings, to ensure that the apprentices are progressing as planned in both their studies and learning experience at the university and in the workplace, and to discuss academic and practitioner-based development in relation to the Apprenticeship Standard Knowledge, Skills and Behaviours (KSBs), learning gains and future learning needs. Progress will be monitored through the completion of Learning Logs, the monitoring of module assessment results and feedback, discussion and review during tripartite meetings, and – following the main training period – the Gateway meeting. All forms of monitoring will be uploaded to and reviewed using the University's end-to-end software package, Aptem.

Kingston University Building Surveying apprentices are ideally placed to develop their career aspirations with their employment environment and apply their knowledge and skills training in a range of learning environments. Quantity Surveying learning and teaching is informed directly by staff who are actively engaged in research and consultancy-based activities to embed pedagogically informed best practices into our teaching. We will foster a developmental partnership between the employer, Kingston University and the apprentices to develop professional competence. We place emphasis on practical skills development and the integration of theoretical and academic practical elements with their work-based learning experiences.

On-boarding Process

The minimum entry qualifications for the programme are as stated above. All apprentices are subject to an Initial Needs Assessment (INA) against the KSBs as defined by IfATE and the L6 Chattered Surveyor Standard ST0331 in consultation between the employer, university and apprentice. The INA addresses Recognised Prior Learning (RPL) and identifies the apprentice's starting level of competency against the learning outcomes for each core module, in-so-doing allowing the Academic Lead to determine the correct Entry Level and module diet. The INA is completed as part of Kingston Universities On-boarding Process for apprentices, all documentation being completed, reviewed, and stored using the end-to-end software Aptem.

Following completion and review of the INA, a Learner Journey is created to fit the needs of the apprentice. This is agreed by all parties and signed as part of the contract process. Note, RPL will be conducted in accordance with Section H of the AQSH.
Entry to this programme is normally at Level 4 with A-Level or equivalent (level 3) qualifications as stated above. Advanced entry to Level 5 requires academic qualifications in a relevant field that deemed equivalent to BSc at Level 4 (normally HNC) or academic qualification deemed equivalent to BSc Level 5 (normally HND).

Full details of each module will be provided in module descriptors and apprentice module guides.
Note: As per GR5 within the general regulations, the University aims to ensure that all option modules listed below are delivered. However, for various reasons, such as demand, the availability of option modules may vary from year to year or between teaching blocks. The University will notify apprentices by email as soon as these circumstances arise.

BSc (Hons) Building Surveying Degree Apprenticeship

Level 4							
BSc (Hons) Building Surveying Degree Apprenticeship							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Introduction to Construction Technology	CE4036	30	4	1 & 2			1
Introduction to Law and Regulatory Context	CE4035	15	4	2			1
Introduction to Site Measurement	CE4037	15	4	1			1
Navigating your Apprenticeship Journey	EG4031	15	4	TB1			1
People and Organisation Management	CE4033	15	4	2			1
Principles of Surveying Practice in Context	CE4032	30	4	1 & 2			1
Optional Modules							

Progression to Level 5

Progression to Level 5 requires 120 credits including passes in all Level 4 modules.
This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6.
Apprentices exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Building Surveying.

Level 5							
BSc (Hons) Building Surveying Degree Apprenticeship							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Construction Technology and Environmental Services	CE5033	15	5	2			1
Design and Specification	CE5029	30	5	1 & 2			1
Digital Technologies and Construction Modelling	CE5032	15	5	1			1
Exploring Professional Skills in Project Management	EG5017	15	5	TB2			2
Legal and Regulatory Compliance	CE5030	30	5	1 & 2			1

Procurement and Contract Administration	CE5031	15	5	1			1
Optional Modules							

Progression to Level 6

Progression to level 6 requires 120 credits including passes in all Level 5 modules.
This course permits progression from level 5 to level 6 with 90 credits at level 5 or above. The outstanding 30 credits from level 5 can be trailed into level 6.
Apprentices exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in Building Surveying.

Level 6							
BSc (Hons) Building Surveying Degree Apprenticeship							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Application of your Professional Skills for End Point Assessment	EG6025	15	6	TB2			3
Construction Information Management Systems	CE6035	15	6	2			1
Construction Law and Contract Practice	CE6036	15	6	2			1
Individual Project	CE6214	30	6	TY13			3
Inspection and Building Pathology	CE6032	30	6	1 & 2			1
Project Management	CE6033	15	6	1			1
Optional Modules							

Level 6 requires the completion of

Level 6 requires the completion of all modules to give 120 credits and qualify for BSc (Hons) Building Surveying – Degree apprenticeship.

Level 7 information

n/a

D. Principles of Teaching, Learning and Assessment

The BSc (Hons) Building Surveying - Degree Apprenticeship Course has been designed, considering the Kingston University Curriculum Design Principles to help develop

apprentices into graduates that are professional, thoughtful, creative, resilient, proactive and globally aware independent, equipping them to be lifelong learners.

Overarching principles

All apprentices 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.

Work-based learning

This course is aimed at apprentices in Building Surveying -related employment who wish to compliment and develop their employability knowledge and skills portfolio. The Building Surveying non-integrated Degree Apprenticeship programme is a bridge between the academic and the practitioner environment. Apprentices can expect to spend a minimum of 20% of their employment time related to the academic component of their apprenticeship, net one-day per week over five years but with a negotiated level of flexibility to allow for specific learning tasks, including assessment preparation, examination revision, residential fieldwork. The remaining maximum 80% involves on-the-job training and experiential learning.

The Future Skills Framework are embedded across the curriculum through Navigate programme (15 credits at each level) starting CE4021 Navigate (Level 4), EG5017 Explore (Level 5) and EG6026 Apply (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 apprentice learning and throughout the programme the strategy is to engage apprentices 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 apprentice 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 apprentice progresses through the levels the emphasis will be from lecturer-led to apprentice-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 apprentices 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. Apprentices 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. This will be introduced at level 4. The Virtual Learning Environment (VLE) at Kingston will support learning throughout the course through a variety of TEL objects such 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 reinforces the apprentices learning and helps them to understand how construction elements are put together. This helps support an inclusive approach as apprentices 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. Apprentices 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. Apprentices 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 learners on this program take one (15 credit) common module at Level 4 with other disciplines within the school namely CE4021 Navigate. This provides opportunity to study and work with apprentices from different disciplines is a distinct feature of the course at Kingston University. In CE4021 Navigate apprentices will be guided to identify and take ownership of their personal academic journey through the development and application of academic skills aligned to KU Graduate Attribute and their discipline-specific professional body learning outcomes. This module enabling apprentices to understand and begin to develop a design thinking approach to Future Skills Development. It also introduces apprentices to key professional competencies, including the role of Professional and society, EDI and ethics.

In addition, at Level 4, apprentices will have the opportunity to collaborate with learners from the Construction Management and Quantity Surveying in CE4035 Introduction to Law and Regulatory Context, CE4034 Introduction to Quantification of Construction and CE4036 Introduction to Construction Technology where apprentices will collaborate through case study, flip class room approach and discussion through debates using practical scenario. This CE4021 Navigate module is then scaffolded into the Level 5 in EG5017 Explore where apprentices will acquire skills-rich including the development of team working, interpersonal and interdisciplinary skills, critical self-reflection, communication and presentation, time management and the ability to organise, strategies and priorities. A key element of this module will be the participation in an inter-disciplinary design thinking project.

At Level 5, building on apprentices' collaboration in Level 4, apprentices in CE5032 Digital Technologies and Construction Modelling apprentices working together for an interdisciplinary Scenario-based Learning applying digital technologies tools and data management techniques and present solutions to small scale project challenges. This provides apprentices a realisation of the construction industry 4.0 and acquire digital competency skills, when they apply for an industrial placement. In addition, apprentices in CE5033 Construction Technology and Environmental Services and CE5031 Procurement and Contract Administration, collaborate in a complex problem-solving with practical investigation of a real-life scenario.

The EG5017 Explore module is then further scaffolded into the Level 6 in EG6026 Apply where apprentices will be able to demonstrate the ability to apply their developing professional skills competencies and having broad understanding of the business environment in which apprentices working together as a team to develop business idea at

Kingston University's Bright Ideas competition. Apprentices will evaluate the commercial impact of managerial decision with reference to Corporate and Social Responsibility (CSR) and Environmental Social and Governance (ESG). Apprentices 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, apprentices will continue to have collaboration in CE6XXX Construction Information Management System where apprentices 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 apprentice 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 apprentices to prepare for, and participate in, the classroom activities, rather than passively listening to the lecturer. Apprentices 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 apprentices 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 apprentices 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 apprentices 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 CE4021 Navigate, EG5017 Explore and EG6026 Apply within the discipline context where at Level 4 these are linked to the Learning to Learn where apprentices identify their learning targets from Induction to graduation; beyond the discipline at Level 5 which includes an inter-departmental team design project; beyond the university at Level 6 which is to foster a bridge to the wider professional and learning communities of practice for the apprentice'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 apprentice 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 apprentice engagement, creativity, confidence, and self-reliance. The course endeavours to further secure apprentice engagement by making apprentices 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 learners 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, 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 apprentice 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 apprentices 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, CE4036 Introduction to Construction Technology, CE5029 Design and Specification and CE6XXx Inspection and Building Pathology where apprentices 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, apprentices 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. CE6XXX Individual Project also follows this model. This places apprentices at the heart of constructing new knowledge. It seeks to transform apprentices 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 apprentices to investigate and critique theory and its application and share their reflective findings with other staff and apprentices. 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 apprentices 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 scaffolded from Level 4 to 6 in CE4021 Navigate, EG5017 Explore and EG6026 Apply, where apprentices 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 apprentices to engage in a range of extra-curricular activities such as apprentice representation, part-time work, sports and recreation, society membership, volunteering ; leadership and mentoring; cultural and creative activities; academic and professional collaboration; placement activity; enterprise activity; Careers and Employability events and opportunities. Activity in these areas is recognised by the university's Kingston Award Scheme. Careers and Employability Service offers a range of events, including Careers Uncovered fairs, which include employers coming to campus, Spotlight on built environment networking activities where employers and alumni are invited on campus to talk about career pathways.

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 apprentices 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 apprentices. 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 apprentices 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 apprentices 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 apprentices 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 apprentice. 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 apprentice has fulfilled the learning objectives before progressing to the next stage of study. Feedback to apprentices 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
Apprentice Voice Committees and School Education Committee provide opportunities for apprentice to make suggestion on how to develop a more inclusive curriculum by taking into account the specific circumstances of the apprentice body. The variety of teaching activities also takes account of the apprentice'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 apprentices 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 apprentices 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 apprentices 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

The Personal Tutor (PT) scheme is central to the efforts to provide a personalised learning experience (See PT section of programme specification). Apprentices are supported by:

- A Module Leader for each module
- A Course Leader to help apprentices understand their programme structure and provide academic support
- A Degree Apprenticeship Skills Coach to support the apprentice throughout their Apprenticeship Journey and to assist in keeping the apprentice on track through quarterly Tripartite Review Meetings and monitoring of Learning Logs and KSB Trackers
- A Personal Tutor (PT) to foster a close and engaged academic relationship with apprentices and advise and refer apprentices to other University services
- There is a Apprentice Support and Engagement Team to help apprentices with any problem that is affecting their studies.
- A dedicated Undergraduate Course Administrator
- An induction programme and study skills sessions at the start of each academic year
- Academic Success Centre is a one-to-one drop-in Study Skills session for apprentices every weekday. Help is available on a range of academic skills from writing reports, note-taking, to exam revision, referencing, programming and mathematical skills.
- VLE – a versatile on-line interactive intranet and learning environment accessible both on-site and remotely
- Course Representative scheme
- A University Careers and Employability Service
- Comprehensive University support systems including the provision of advice on finance, regulations, legal matters, accommodation, international apprentice support, disability and equality support.
- The Apprentices' Union

Personal Tutor Scheme (PTS)
The following provides the aims and structure of the Personal Tutor Scheme (PTS). It is intended that the PTS is embedded within the modular provision of the BSc. Course.

Aims

- To build a rapport between staff and learners and contribute to personalising their experience acting as a central pillar of the pastoral care system
- To support apprentices in the development of their academic skills providing appropriate advice and guidance to learners throughout their time at Kingston, while monitoring their progress, helping to identify individual needs and referring Apprentices to other University services as appropriate
- To help apprentices to develop the ability to be self-reliant and confident self-reflective learners who use feedback to their best advantage

- To encourage Apprentices to reflect on how their learning relates to a wider context and their personal career progression

Allocation of Personal Tutors

- Personal tutors will be allocated during induction week
- Tutors will be allocated on a course basis where appropriate with Apprentice numbers being equally divided amongst the staff within the school
- Apprentices will keep the same tutor throughout their course of study

Assessment
The PTS is embedded in core curriculum modules at each level of undergraduate study:
Level 4 – CE4021 Navigate
Level 5 – EG5017 Explore
Level 6 – EG6026 Apply
There are specific aims and outcomes for each level that will be assessed, as the PTS is a progressive and cumulative scheme building on the skills developed in previous levels.

At level 4 (CE4021 Navigate), Apprentices will complete a digital skills portfolio that will include problem solving and design thinking, team-working, personal development planning and evidence of engagement within their learning and professional community (Initiation of learning log). The digital portfolio will be linked to PTS-supported exercises including:
(1) Learning resources exercise.
(2) Teamwork exercise.
(3) Reflection on learning/training and production of the first attempt at learning logs.
At level 5 (EG5017 Explore), Apprentices will complete a digital skills portfolio. A major element of the digital skills portfolio will be to systematically track the progress of the interdisciplinary project and reflect on the professional lessons learned. The digital portfolio will be linked to PTS-supported exercises including:
(1) Demonstrate the ability to critically evaluate your own personal development through reflection on your progress and goals.
(2) Demonstrate use of the graduate attributes to explore problems beyond the discipline.
(3) Explore and apply project management principles and techniques in the context of wider business operations, including risk management, health and safety, sustainability and ethics, and to develop professional competency in the communication of ideas.
Summative assessment will comprise:

1. A team-based project presentation of 20-minutes per group accompanied with the submission of the project team log.
1. An individual Reflective Action Plan that identifies and considers personal feed-forward lessons from the task and the personal association to IfATE Standard KSBs.

At Level 6 (EG6026 Apply), Apprentices will complete a digital skills portfolio. A major element of the digital skills portfolio will be to formulate and systematically track the experiences acquired through participation in at least three networking activities in the final year. Dialogic formative feedback will be provided on entries within the digital portfolio by the personal tutor. The digital portfolio will be linked to PTS-supported exercises including:
(1) Evaluate the environmental and commercial impact of professional decisions, demonstrating competencies in relevant IfATE Standard KSBs, contributing towards the successful completion of Gateway and the End Point Assessment.
(2) Demonstrate the ability to set goals and take action relating to your development and future plans.
(3) Demonstrate use of the graduate attributes to explore complex challenges beyond the University.

Summative assessment consists of:

1. Entrepreneurship Presentation (50%). Teams will present their business proposal in a competitive environment, pitching their business proposal against other teams. A peer assessment process will be followed allowing differentiation of individual performance to allow for individual grades to be awarded.
1. Draft Portfolio of Evidence of Competencies (50%). Individual report, in the style of a portfolio that will provide case study evidence of competency in a select group of IfATE Standard KSBs.

The use of Future Skills and Graduate Attributes through CE4021 Navigate, EG5017 Explore and EG6026 Apply within the discipline context where at Level 4 these are linked to the Learning to Learn where apprentices identify their learning targets from Induction to graduation; beyond the discipline at Level 5 which includes an inter-departmental team design project; beyond the university at Level 6 which is to foster a bridge to the wider professional communities of practice for the Apprentice's subject discipline.

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 apprentice representation
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Apprentice evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Apprentice Survey (NSS)
- Moderation policies
- Feedback from employers

The School interfaces with several professional bodies (CIOB and RICS) and for these annual monitoring and periodic reviews provide other opportunities for reflection and external contribution to course design and quality assurance and enhancement.
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 apprentices 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 apprentices 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, 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 Leaning. A apprentice'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 apprentice's development of Future skills and Graduate Attribute is supported through active engagement in the KU Navigate Programme enabling apprentices to understand and develop a design thinking approach to Future Skills development.
This course has been designed to fully meet the exemplifying academic benchmark requirements, for registration with the Royal Institute of Chartered Surveyors (RICS).

Graduates will aspire to advance their careers in the construction industry and to becoming chartered.
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 development in industry or research.

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

none

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:
School of the Environment and Geography at Kingston University London
Apprenticeship standards:
https://www.citb.co.uk/standards-and-delivering-training/training-standards/apprenticeship-standards-and-frameworks/
Professional Body:
www.rics.org
www.ciob.org
See Appendix A for:

The map identifying where the RICS competencies cross - reference to modules across the field.

See Appendix B for:

Mapping the Course Contents to the Knowledge, Skill & Behaviours of the IfATE Level 6 Degree Apprenticeship standard for “Chartered Surveyor”, ST0331

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 4**	**Level 5**	**Level 6**

		CE4035	CE4032	CE4033	CE4036	CE4037	EG4031	EG5017	CE5032	CE5030	CE5031	CE5029	CE5033	CE6035	CE6036	CE6214	CE6033	CE6032	EG6025
Knowledge & Understanding	A6															S			
	A5																		
	A4																		
	A2															S			
	A1																		
	A3																		
Intellectual Skills	B5															S			
	B4															S			
	B1															S			
	B2															S			
	B3															S			
	B6																		
Practical Skills	C6																		
	C5																		
	C4																		
	C3															S			
	C2																		
	C1																		

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