Template C4

Programme Specification

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

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Faculty	Faculty of Engineering, Computing and the Environment
Cross-disciplinary	
School	School of Built Environment and Geography
Department	Department of Civil Engineering, Surveying and Construction
Delivery Institution	ESOFT

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):	BSc (Hons) Quantity Surveying top-up Distance Learning
Exit Award(s) and Title(s):	BSc Quantity Surveying
Course Code *For each pathway and mode of delivery*	UOQSV1QSV21
UCAS code *For each pathway*	K281 (full-time) K240 (Sandwich)

Awarding Institution:	Kingston University
Teaching Institution:	ESOFT
Location:	ESOFT Metro Campus (Katubedda) Distance Learning
Language of Delivery:	English
Delivery mode:	Fully online (100% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 1 year
Maximum period of registration:	Full-time - 2 years
Entry requirements	The minimum entry qualifications for the programme are: From: Pearson / Edexcel HND Levels: A pass in the relevant HND to include a pass in the sixteen units listed in Table 1 below (or their equivalent and the achievement of overall score of 240 credit points of which 120 would be at Level 5 Equivalent Qualifications: Suitably qualified in a recognised qualification at levels 4 and / or 5, thereby having equivalence to the first two years of a degree. Non Standard Entry:

A candidate with relevant educational / vocational / professional qualifications relevant to the area of quantity surveying together with suitable amount of professional experience verifiable through employment and service records.

English Language Requirements:

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.

Other qualifications are considered as equivalent alternatives to IELTS requirements for entry into Kingston University programmes approved for delivery at ESOFT are:

1. GCE O Level English language: Credit, Distinction or Very good pass
2. ESOFT English for Academic Purposes modules 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.)

IELTS	ESOFT
6.5	58+
6.0	50-57
5.5	42-49

N.B. All applications will be subject to the Kingston University Accreditation of Prior Learning (APL) rules and regulations applicable at the time of application.

Table 1: HND in Quantity Surveying

Subject Details	QCF Level	Credit Value
Unit 09: Context of Quantity Surveying	4	15

	Unit 02: Analytical Methods for Quantity Surveyors	4	15
	Unit 11: IT Applications for Quantity Surveyors	4	15
	Unit 14: Residential Construction Technology	4	15
	Unit 12: Measurement for Construction	4	15
	Unit 04: Commercial Construction Technology	5	15
	Unit 06: Computer-Aided Design in Construction	4	15
	Unit 03: Building Services	4	15
	Unit 13: Properties of Construction Materials	4	15
	Unit 16: Work-based Training and Development	5	15
	Unit 01: Advanced Measurement	5	15
	Unit 07: Construction Economics and Cost Planning	5	15
	Unit 08: Construction Estimation and Tendering	5	15
	Unit 10: Industrial Law and Contract Administration	5	15
	Unit 05: Communication, Presentation and Performance	5	15
	Unit 15: Work-based Learning and Assessment	5	15
Regulated by	The University and its courses are regulated by the Office for Students.		
Programme Accredited by:			
Approved Variants:	None		
Is this Higher or Degree Apprenticeship course?	No		

SECTION 2: THE COURSE

A. Aims of the Course

The role of the Quantity Surveyor is vital to the construction process and as such Quantity Surveyors have an important role to play in ensuring that developments are completed to time and on budget. Once regarded as experts in cost estimation, the role of the Quantity Surveyor has developed into that of construction cost consultant and project manager. They are employed both within the construction industry key players – the contractors' Quantity Surveyors – and as client representatives – the consultant Quantity Surveyors. Both require high levels of numeracy and IT literacy and the ability to both manage processes and appreciate legal constraints.

In order to be a successful Quantity Surveyor, a sound knowledge of construction is required, as the Quantity Surveyor interprets architects' drawings and from these, they specify both the materials that will be required for construction and the estimated costs of the project. They will normally be engaged throughout the project period, often as the lead project manager and certainly as a member of the whole management team responsible for the safe, timely and good quality delivery of the scheme in compliance with the budget. From small schemes, such as the refurbishment of a local office block to the delivery of a major project such as a new airport terminal or other major infrastructure project, the Quantity Surveyor is a vital advisor.

In recent years, Quantity Surveyors have also developed an increasingly important role in relation to the whole life costing analysis of buildings. In other words, they now advise building owners not just on the initial capital investment of the building project but on the total maintenance and running costs over the projected life of the building. Further in the light of the need to combat climate change by reduction of carbon emissions, 50% of which are estimated to come from building construction and use, they offer expertise in how to calculate likely carbon emissions over the whole life-cycle and of course how to reduce carbon through the use of certain materials and building techniques and by the use of IT software.

This programme has been designed for those wishing to undertake a challenging programme of study which will enable them to study in-depth, many aspects of the construction sector with a view to entering into a career in construction both within the private practice and contracting sector and most likely to seek to qualify as a Chartered Surveyor.

On successful completion of this programme, students will develop a strong sense of the importance of balancing social, economic, and environmental concerns such that they can contribute positively towards the creation of a more sustainable society. Graduates from the programme are likely to work within consultancy, development, and investment companies, or within government or for charitable organisations.

Aims of the Programme

The overarching aim of the programme is to foster:

> ***The development of students' professional and technical knowledge and skills within the study of quantity surveying; their intellectual and imaginative powers; their understanding and judgement; their problem solving skills; their ability to communicate and work with others constructively; their ability to see relationships within what they have learned and to perceive their field of study in a broader perspective and the context of a society focused on moving towards greater sustainability, economically, environmentally and socially. The course***

aims to stimulate an enquiring, analytical and creative approach, encouraging independent judgement and critical self-awareness such that upon graduation they have the graduate skills required to be pro-active citizens.

The particular aims of the programme are that graduates should have:

- The ability to innovate and solve problems related to Quantity Surveying.
- The understanding, knowledge and skills to become, after appropriate further practical experience, competent practitioners of quantity surveying;
- Knowledge and understanding of building design, construction and services, using computer/ information technology as appropriate.
- The ability to advise critically, visually, orally and in writing in relation to design proposals relating to building performance, planning and feasibility considerations;
- A critical appreciation of social, economic and environmental factors affecting construction and an introductory knowledge of economic principles and their application to both the construction industry and beyond.
- Knowledge, skill and understanding of the principles of the built environment within a business perspective;
- Knowledge and deep understanding of the procurement process and be able to take their place within the decision-making team handling building contracts.
- Developed a critical knowledge of the theory and practice of estimating, cost planning and pricing taking due account of all risks including environmental considerations.
- 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, and
- Research skills that are sufficiently developed so that students are prepared for Masters' level work.

B. Programme Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in '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 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	B3	Think creatively and with imagination and bring these	C1	Produce estimates, cost plans, cost reports and development

	issues affecting the construction technology of residential/commercial structures, procurement, cost estimating/control and the construction management process;		capacities to solve problems related to their studies		appraisals. Carry out life cycle costing exercises.
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

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills 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

D. 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. Intakes are normally in January and in September.

1. **Professional and Statutory Regulatory Bodies**
   The course does not have official professional accreditation

1. **Work-based learning, including sandwich programmes**
   Not applicable

1. **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 Distance Learning

Level 6							
BSc (Hons) Quantity Surveying top-up Distance Learning							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Consultancy	CE6102D	30	6	Year Long		1	2

Individual Project	CE601 4E	30	6	Year long		1	2
Individual Project	CE601 4D	30	6	Year Long		1	
Professional Practice in Context	CE610 5D	30	6	Year Long		1	1
Project Management	CE610 6D	30	6	Year Long		1	1

Exit Awards at Level 6

Students exiting the programme without completing the full 120 credits but have successfully completed 60 credits at level 6 or above are eligible for the award of an Ordinary Degree.

E. Teaching, Learning and Assessment

Overarching Principles
This Course is part of 3-year BSc (Hons) Quantity Surveying Consultancy programme delivered at Kingston and has been designed taking into account the Kingston University Curriculum Design Principles to help develop student learning from dependent to independent learning and encourage lifelong learners. A wide range of teaching and learning methods is utilised, allowing students to be fully engaged throughout the course. 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.
This programme is designed with a deep belief that 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 throughout 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. Field trips and site visit videos are provided given they provide key components of the strategy and support sessions aimed at skills development are an important part of the delivery strategy.

Teaching & Learning: Developing Knowledge and Skills through a Range of Means including the Capstone Projects

A solid and comprehensive professional and technical knowledge base is non-negotiable and is delivered through the following as deep knowledge acquisition lies at the heart of our programmes.

- a week-by-week study planner, providing a stepwise guide through your learning journey,
- course materials such as pre-recorded videos, reading, recordings and self-reflection activities,
- on-line module forums for discussions and collaborative activities with others,
- a tutor booking system, online tutorial rooms and your personal tutor's contact information.
- online proctored exams guidelines will also be provided

It is considered important that student learning is regularly monitored and as an innovation, and also within a system of Tutorial/interactive week sessions. Tutorials to provide opportunities to ensure student learning progress and to reinforce key principles already taught. These tutorial sessions will have intense small group and individual sessions to provide both' feedforward' on tasks set and feedback on tasks already assessed. These weeks will also be used to support students and check their overall progress.

Online version of course materials are used to impart key information and will normally be multiple video lessons of 10-15 minutes duration each together with quizzes and activities, followed up by seminars. Extensive use is made by teaching staff of e-learning via ESOFT's LMS (ELMS), our on-line learning environment. Teaching materials are loaded up in advance giving students the opportunity to learn at a comfortable pace. Teaching may be augmented by on-line discussion groups 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 software packages.

Developing skills is also critical to successful vocational education. These skills are practical – such as the ability to design and draw building details both free hand and with the use of software. Students will also have skills in Excel and will have developing skills in project management software and in Building Information Modelling; 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 in relation to procuring building contract and the cost planning of projects - 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, and through group-based activities which develop team working skills and respect for colleagues which are critical dimensions of professional practice.

Skills development takes place in all modules, but it is specifically addressed through project based work which takes place extensively and is a critically important learning methodology. A virtual field trip has been introduced within Module CE6102 in which students will undertake a complex task relating to a client brief, prepare costings including financial appraisals and possibly whole life cost analysis. This task will synthesise knowledge of law and regulation, construction, procurement and project management skills and it will act as another 'capstone' project opportunity, taking place at the end of the whole programme.

The last element of the capstone project work is via the individual research project, which is student selected in terms of topic and methodology and students are encouraged to use their creative and imaginative powers to design projects which have real applicability in the industry, and which enable them to draw down on all their skills as well as knowledge base. All are strongly encouraged to integrate empirical investigations, thus demonstrating research and inter-personal and analytical skills.

We recognise that many students find research work daunting, so they are prepared over the entire programme for the Major Level 6 individual project. Most modules contain the need to research material using web and library resources and through extensive use of professional body material. However, survey work in the form of questionnaires and interviews are introduced in some modules and are important elements of the field trip briefs. Academic writing skills are developed through writing essays, reflective diaries and professional reports which are required in most modules. These provide a learning vehicle prior to the requirement to undertake a major project at Level 6.

Assessment

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:

- Self-administered tests run through the ELMS (our online learning environment);
- Draft submissions for comment (for example of the Research Journal, trade articles).
- On-line discussion groups monitored by staff;
- on-line 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 summatively.

Summative feedback takes a wide range of forms, some of which have been outlined under the teaching and learning section above and all of which are detailed in the Module Descriptors. Whilst we hold that proctored examinations do have a role to play in testing knowledge and critical reasoning, there are other methods which have possibly greater applicability to the work that graduates will subsequently undertake. All exams take place remotely, and you will complete them at home or at an alternative location, week for the exam date will be given within the academic calendar to be issued at the induction. Online proctored exams guidelines will be provided.

Therefore, a policy has been adopted to ensure that, as far as possible, emphasis is placed on developing simulated and real world experiences. Students undertake traditional academic tasks such as essays, but a range of academic skills is also tested in more innovative ways in various modules as stated above.

As the programme is focused on developing employability skills, the ability to present orally, to produce well-presented and appropriately structured professional reports, to sketch and produce scheme designs using IT 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.

Each module is designed to test up to six learning outcomes; therefore in each module a range of assessment is undertaken with up to three formal summative points, spread throughout the year to better 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 Board that each student has fulfilled the learning objectives before progressing to the next stage of study. In designing the amount of assessment to be undertaken in each module the principle has been taken that:

- At level 6 each module (with the exception of Research Project) will have the equivalent of no more than 12,000 words.

Feedback to students on summative assessment is vitally important. This is delivered through a number of means such as formal written individual feedback which contains pointers for future improvement; class collective feedback; issuing of model answers, individual feedback on work submitted on-line etc. The method used will vary depending on the task that was undertaken but staff realise the need for it to be timely and supportive.

F. Support for Students and their Learning

Students are supported by;

-
    - A Module Leader for each module who gives 'front line' support on technical matters relating to the subject material through the tutorial sessions.
    - A Course Leader who can give support to help students understand the context of their discipline and the programme structure.
    - Online help-centre, which had general information about dedicated administration support, along with study skills advice to respond quickly to administrative queries you may have.
    - IT and computing support from ESOFT Computing Helpdesk
    - Student Voice 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 on-line discussions.
- Students will keep the same tutor throughout their course of study, unless change is required due to circumstances beyond our control.
- 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.

G. Ensuring and Enhancing the Quality of the Course

There are several methods for evaluating and improving the quality and standards of its provision. These include:

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    - External examiners
    - Boards of study with student representation
    - Annual review and development
    - Periodic review undertaken at the subject level
    - Student evaluation
    - Moderation policies

H. External Reference Points

Subject benchmark
http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-land-construction-real-estate-and-surveying-16.pdf?sfvrsn=4998f781_10
Professional Body:
www.rics.org
www.ciob.org
School website
https://www.kingston.ac.uk/faculties/science-engineering-and-computing/about/schools/engineering/

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** 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				
		CE6106D	CE6102D	CE6014E	CE6105D	CE6014D
Knowledge & Understanding	A6	S	S	S		
	A5		S	S		
	A4		S	S		
	A2	S				
	A1				S	
	A3			S	S	
Intellectual Skills	B5	S	S	S		
	B4	S	S			
	B1	S	S	S		
	B2	S	S	S	S	
	B3	S	S	S	S	
Practical Skills	C5			S		

	C4					
	C3	S	S	S	S	
	C2			S	S	
	C1			S		
	C6		S	S		

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

Additional Information