

# Programme Specification

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BSc (Hons) Quantity Surveying

## Programme Specification: BSc (Hons) Quantity Surveying

Continuation page

Contents	
Section A	Summary Programme Details
Section B	Rationale for the Programme; Entry Requirements; Progression and Summary Programme Information
Section C	Programme Aims and Learning Outcomes
Section D	Programme Structure
Section E	Curriculum Map

# Programme Specification: BSc (Hons) Quantity Surveying

Continuation page

Section A Summary Programme Details			
<b>Title of Programme Award</b>	<b>BSc (Hons) Quantity Surveying</b>	<b>Credit Points</b>	<b>360</b>
		<b>Level of Award Refer <u>QAA FHEQ</u></b>	<b>Level 6</b>
<b>Interim Awards</b>			
<b>1. Title</b>	<b>Diploma of Higher Education</b>	<b>Credit Points</b>	<b>240</b>
		<b>Level of Award Refer <u>QAA FHEQ</u></b>	<b>Level 5</b>
<b>2. Title</b>	<b>Certificate of Higher Education</b>	<b>Credit Points</b>	<b>120</b>
		<b>Level of Award Refer <u>QAA FHEQ</u></b>	<b>Level 4</b>
<b>Validation of Programme</b>	<b>Periodic review and revalidation activity</b>	<b>Date of last Programme validation</b>	<b>March 2013</b>
		<b>Date of next Periodic Review</b>	<b>March 2018</b>
<b>Professional Accreditation</b>			
<b>Accrediting Body</b>	<b>Royal Institution of Chartered Surveyors (RICS);</b>	<b>Date of last Programme Accreditation</b>	<b>August 2013 RICS Partnership</b>
		<b>Date of next Periodic Review</b>	<b>Annual monitoring</b>
<b>Recognising Body</b>		<b>Date of last Programme Accreditation</b>	<b>Through RICS Partnership Recognition</b>
		<b>Date of next Periodic Review</b>	<b>Annual monitoring</b>
<b>Accrediting Body</b>	<b>Chartered Institute of Building (CIOB);</b>	<b>Date of last Programme Accreditation</b>	<b>Accreditation Pending</b>
		<b>Date of next Periodic Review</b>	
<b>QAA Benchmark Statement (inc date)</b>	<b>Construction, property and surveying (2008)</b>	<b>Refer</b>	<b><u>QAA BSc Hons</u></b>
<b>Mode of Study</b>	<b>Supported Distance Learning</b>		
<b>Programme Commencement Dates</b>	<b>October 2014</b>	<b>October Semester</b>	<b>30 September 2014</b>
		<b>April Semester</b>	<b>31 March 2015</b>
<b>Date of Programme Specification</b>	<b>23 July 2014</b>	<b>Version</b>	<b>V3.00</b>

# Programme Specification: BSc (Hons) Quantity Surveying

Continuation page

## Section B Rationale for the Programme; Entry Requirements; Progression and Summary Programme Information

<p><b>Rationale for the programme</b></p>	<p>The rationale for the programme is to present an internationally recognised programme in a flexible learning format, to facilitate students who wish to study at their own pace with a high quality learning experience. The programme widens access to higher education study for students from worldwide destinations. It fulfils the needs of those who may wish to remain in employment while studying or who perhaps are not in a position, or do not wish to, attend a full-time or part-time degree programme. The programme provides for students to study at their own pace, allowing variable module/credit loads to be completed in each semester.</p> <p>The programme is for people who wish to gain an accredited academic qualification within the role of quantity surveying which meets the requirements to becoming a Chartered Professional with the Royal Institution of Chartered Surveyors (RICS); the Chartered Institute of Building (CIOB); the Hong Kong Institute of Surveyors (HKIS); or other related professional body and which provides a platform for studying a masters level qualification.</p>
<p><b>Entry Requirements (Include International equivalence where the entry point has been confirmed)</b></p>	<p>Entrants to this programme are normally required to have obtained:</p> <ul style="list-style-type: none"> <li>• 230 UCAS tariff points or an equivalent level of attainment through recognised qualifications not included in the UCAS tariff.</li> <li>• Grade C or better in English and Mathematics at GCSE or equivalent recognised qualifications.</li> </ul> <p>Recognised qualifications having an equivalent level of attainment as those recognised by UCAS include: HND/HNCs, professional qualifications from recognised institutions, certain armed forces qualifications and partially completed degrees. There are also a wide range of international qualifications that are deemed to have UCAS point equivalent values.</p> <p>Applications are assessed in accordance with the CEM Admissions Policy.</p>

<p><b>Accredited Prior Learning (APL) or Accredited Prior Experiential Learning (APEL) routes into the Programme</b></p>	<p><u>The College accredits qualifications and work/professional experience within the CEM policy for accredited prior learning based on a matching of learning outcomes from prior study/work experience.</u></p>
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# Programme Specification: BSc (Hons) Quantity Surveying

Continuation page

	<p>The normal maximum level of accreditation is 180 credits.</p> <p>Examples of accredited programmes include:</p> <ol style="list-style-type: none"><li>1) CEM Diploma in Surveying Practice</li><li>2) CEM Diploma in Construction Practice</li></ol>
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<b>Programme Progression</b>	<p>For details of progression arrangements, please view the <u><a href="#">Undergraduate Programme Assessment, Progression and Award Regulations</a></u> and the <u><a href="#">Academic and General Regulations for Students</a></u>.</p>
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<b>Awards</b>	<p>For details of the award, please view the <u><a href="#">Undergraduate Programme Assessment, Progression and Award Regulations</a></u> and the <u><a href="#">Academic and General Regulations for Students</a></u>.</p>
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<b>Career Prospects</b>	<p>A diverse career opportunity is available for students to pursue after completing this programme. Students typically find employment in the private sector for instance consultancy firms, contracting companies involved in both building, M &amp; E and civil engineering projects and developers. Opportunities can also be found in the public sector such as local and central government or other public sector organisations. Practising as self-employed consultants is also an option. In addition, students are not confined to working in their local construction industries as international career mobility could also be attained.</p> <p>The following provide a range of the types of work that students undertake after completing this programme:</p> <p><b>Cost management</b></p> <ul style="list-style-type: none"><li>• Cost consultancy, project management, contractor surveying, building services quantity surveying and facilities management</li><li>• Preparing feasibility estimates and contract documents and providing advice on design economics, tendering and procurement strategies</li><li>• Cost planning and whole life costing</li><li>• Cost and financial control from design to completion and occupation.</li></ul>
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	<p><b>Building construction and surveying</b></p> <ul style="list-style-type: none"> <li>• Managing restoration and conservation of old buildings and managing constructing of new ones</li> <li>• Managing repairs and maintenance, building pathology and remedial action</li> <li>• Advising on building law, regulations and control, health and safety legislation (hazardous materials) and environmental matters</li> </ul> <p><b>Finance, investment and development</b></p> <ul style="list-style-type: none"> <li>• Advising on development, land purchase or compensation for compulsory purchase</li> <li>• Financial aspects of real estate, including the sale, purchase and portfolio management of investment property and the financing of real estate projects</li> <li>• Working with and understanding the roles of bankers, accountants, developers and major institutional investors in real estate</li> </ul> <p><b>Planning &amp; Development</b></p> <ul style="list-style-type: none"> <li>• Advising on economics, amenities, conservation and urban renewal schemes</li> <li>• Working with planners to implement plans within a given timescale and budget</li> </ul>
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<b>Opportunities for Placements</b>	There are no opportunities for placements on this programme.

<b>Study Support</b>	<p><b>Student Learning Support</b></p> <p>The programme is delivered with an integral CEM online tuition model, providing students with access to CEM tutors and other students worldwide, through the College VLE.</p> <p>The CEM course administrator will act as the main point of contact to students throughout the duration of their programme. The academic team will guide and support students' learning. The CEM dedicated teams provide support for assignments, exams and technical issues including ICT. Each student, whatever their location, will have access to a wealth of library and online materials to support their studies.</p> <p>The Student Services Department has been accredited with the matrix Standard, the unique quality framework for the effective delivery of information, advice and/or guidance on learning and work.</p>
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## **The Induction Module**

All students are expected to complete the non-credit bearing Induction Module before the programme commences. The Induction Module is designed to equip students with the skills they need to study with CEM. Topics covered include:

Studying at a Distance

Understanding your learning style

How to manage your time

Writing in your Own Words- A guide to how to reference your work

Reading actively and critically

Developing Academic Writing

The information on Writing in your Own Words is also provided in Cantonese, to reflect the large number of students that CEM has on its programmes from Hong Kong, and to ensure that all students understand the importance of correctly referencing in assessments.

The resources within the Induction Module are available to students throughout the duration of their study with CEM.

## Programme Specification: BSc (Hons) Quantity Surveying

Continuation page

### Section C: Programme Aim and Learning Outcomes

Intended programme aim and learning outcomes are listed below.

#### C1 Programme Aim

##### Programme Aim

The CEM BSc (Hons) in Quantity Surveying provides students with a rigorous understanding of the principles and practices involved in a quantity surveying role up to first degree level standard. The programme reflects the academic underpinning necessary to prepare students for a career as a professional surveyor recognised by the Royal Institution of Chartered Surveyors (RICS), or other related international professional bodies. It provides students with a progressive development of knowledge and skills over three stages of study.

The programme is designed to ensure that graduates have a stimulating and challenging education, which prepares them well for their professional career and to produce capable individuals with the potential to progress to professional status and prepare for advancement to Masters level study both in the UK and overseas. Students will develop a broad range of skills which are transferable across other industries.



# Programme Specification: BSc (Hons) Quantity Surveying

Continuation page

C2 Programme Learning Outcomes	
A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/assessment methods
<p>By the end of the programme students should be able to demonstrate knowledge and understanding of:</p> <p>A1. The technical, financial and contractual concepts, theories and principles associated with the procurement, production, refurbishment, maintenance and disposal of construction projects.</p> <p>A2. The business environment including the political, economic, legal, social, technological, cultural, health and safety, sustainability and global influences which affect the construction processes and within which construction and client organisations operate.</p> <p>A3. The role of quantity surveyors in the procurement, development and production of construction projects.</p> <p>A4. The roles, linkages and interdisciplinary relationships of the various stakeholders involved in the procurement, development and production of construction projects.</p> <p>A5. The contemporary issues facing the quantity surveying profession.</p> <p>A6. Professional ethics, their impact on the operation of the quantity surveying profession and their influence on the society; communities and the stakeholders with whom they have contact.</p>	<p><b>Learning and teaching strategies</b>                      The teaching, learning and assessment (TLA) strategy for the Programme is guided by and consistent with the College-wide TLA strategy. The approach adopted is learner-centred but supported and guided, as appropriate to distance learning.</p> <p>The acquisition of knowledge in the modules of the programme is promoted through the multi-media learning materials provided and is enhanced by synchronous and asynchronous engagement with the students utilising e-learning tools such as webinars as appropriate.</p> <p>Learning materials include formative self-assessment questions with follow-up feedback. Detailed feedback is also given on tutor-assessed work. Progressively through the Programme, students are encouraged to undertake independent study and enquiry to broaden their knowledge and understanding of the subject.</p> <p>Self directed learning and problem solving combined with supervisor consultation in the Level 6 Project module for instance further enhances knowledge and understanding.</p> <p><b>Assessment methods</b>                      Knowledge and understanding are tested through a combination of coursework and unseen examinations. The Level 6 Project is a piece of individual research work. All summative assessment is subject to rigorous moderation policies.</p>

## Programme Specification: BSc (Hons) Quantity Surveying

Continuation page

C2 Programme Learning Outcomes	
A. Knowledge and understanding	
<p>A7. Research methods and their relative strengths and weaknesses.</p>	
B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/assessment methods
<p>By the end of the programme students should be able to demonstrate how to:</p> <p>B1. Evaluate critically relevant theoretical frameworks and practical issues.</p> <p>B2. Integrate theory and practice to solve problems.</p> <p>B3. Define, investigate and analyse problems and apply judgement to devise solutions.</p> <p>B4. Work effectively and independently to develop intellectual curiosity consistent with the level of study.</p> <p>B5. Communicate effectively, clearly and concisely at an appropriate academic level on programme related issues.</p>	<p><b>Learning and teaching strategies</b>                      These skills are developed through interaction with multi-media learning resources and through undertaking student-centred learning activities. This approach is tutor-guided and formative feedback on these skills is given appropriate emphasis.</p> <p>Coursework varies across the modules but collectively covers skills 1-7. The Level 6 research project process further embraces the cognitive skills.</p> <p><b>Assessment methods</b>                      The format of the Coursework assignment and examination questions will include practical situations and scenarios requiring logical and critical thought, analysis and problem solving. More straight forward problems will be used at Level 4, but at Levels 5 and 6 students will be required to transfer the knowledge from previous modules and apply it to solve particular problems.</p>

## Programme Specification: BSc (Hons) Quantity Surveying

Continuation page

<b>B. Cognitive skills</b>	
<p>B6. Evaluate the appropriateness of various methods of knowledge acquisition and select appropriate methods to solve problems.</p> <p>B7. Assess a range of resources including contemporary sources, draw on evidence to reflect and evaluate competing explanations to provide appropriate conclusions.</p>	<p>Quantitative analysis skills are developed in economics, management, measurement and quantification and estimating modules, whilst essay writing and report writing are practiced and assessed within a number of modules. The Project module develops time-management, independent research and written communication skills.</p>

<b>C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>By the end of the programme students should be able to demonstrate how to:</p> <p>C1. Provide basic but appropriate advice to the different stakeholders in construction projects guided by professional ethical framework to meet their project and business objectives.</p> <p>C2. Undertake various pre and post contract quantity surveying procedures and processes in construction projects.</p> <p>C3. Appreciate the techniques in pre and post contract risk, value, cost and financial management.</p> <p>C4. Assess the methods to be used when resolving disputes under construction contracts.</p> <p>C5. Communicate clearly and concisely at a professional level.</p>	<p><b>Learning and teaching strategies</b>                      The tutorial team has extensive professional experience and contacts and the learning resources have been developed with practical and professional relevance in mind. Skills 1-3 and 5 are developed collectively in the various coursework assignments, examinations and the multi-media learning and teaching resources.                      Skill 4 is mainly developed in the Level 6 Construction Law module.                      Skills 6 and 7 are in the main developed through the Level 6 research project module.</p> <p><b>Assessment methods</b>                      Relevant assessment of these skills is undertaken mainly through module coursework assignments and through unseen examination.                      Skills 6 and 7 are also assessed through the research project.</p>

## Programme Specification: BSc (Hons) Quantity Surveying

Continuation page

<b>C. Practical and professional skills</b>	
<p>C6. Locate information sources; and assemble and present information in a variety of contexts.</p> <p>C7. Assess the validity of a range of published research consistent with the level of study.</p>	

<b>D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/assessment methods</b>
<p>By the end of the programme students should be able to demonstrate how to:</p> <p>D1. Select and use appropriate range of numerical approaches for calculating, checking and presenting solutions to problems.</p> <p>D2. Select and apply the necessary range of ICT applications for preparing and presenting information.</p> <p>D3. Source material and knowledge from a variety of resources and effectively judge what can be integrated and applied.</p> <p>D4. Be self-motivated.</p> <p>D5. Effectively and efficiently manage time.</p> <p>D6. Attain and apply research skills consistent with the level of Study.</p>	<p><b>Learning and teaching strategies</b> The Induction module sets out the importance of these skills at the beginning of the programme. The discussion of ideas and issues through the CEM VLE forums supplemented by problem solving exercises and coursework assignments provide the means to develop the skills further</p> <p><b>Assessment methods</b> Formative self-assessment such as quizzes and learning activities are used to collectively test the skills. Coursework assignments provide the main means of assessing how the introduction and development of these skills is progressing.</p> <p>The Level 6 Project provides the main means to ascertain maturing in some of these areas, at depth, within a focussed topic.</p>

## Programme Specification: BSc (Hons) Quantity Surveying

Continuation page

### D. Key/transferable skills

D7. Develop a capacity for independent thought and be reflectively self-critical.	
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# Programme Specification: BSc (Hons) Quantity Surveying

Continuation page

## Section D Programme Structure

### Programme Structure – Stage 1

Exit award: Certificate of Higher Education (120 credit points)

Compulsory modules	Credit points	Elective modules	Credit points
<u>October (O) &amp; April (A) Semesters</u> Induction	0	None	
<u>October (O) Semester</u> Legal Studies	20		
People and Organisational Management	20		
Financial and Resource Management	20		
<u>April (A) Semester</u> Economics	20		
Building, Environment, Technology and Simple Construction	20		
Building, Environment, Technology and Framed Structures	20		

## Programme Specification: BSc (Hons) Quantity Surveying

Continuation page

Programme Structure – Stage 2			
Exit award: Diploma of Higher Education (240 Credit Points)			
Compulsory modules	Credit points	Elective modules	Credit points
<u>October (O) Semester</u> Contract Procedure Measurement and Quantification of Construction Works Estimating and Tendering of Construction Projects	20 20 20	None	
<u>April (A) Semester</u> Economics of Property and Construction Building, Environment, Technology and Complex Projects Building Economics	20 20 20		

## Programme Specification: BSc (Hons) Quantity Surveying

Continuation page

Programme Structure – Stage 3			
Exit award: BSc in Quantity Surveying (with or without Honours) 360 credit points			
Compulsory modules	Credit points	Elective modules	Credit points
<u>October (O) Semester</u> Construction Law	20	<u>October (O) Semester – one module to be selected from:</u> Commercial Management in Construction Construction Site Management (Level 5) Commercial Property Management	20 20 20
<u>April (A) Semester</u> Contemporary QS Practice	20	<u>April (A) Semester – one module to be selected from:</u> International Construction Maintenance Management Strategic Facilities Management Construction Project Management	20 20 20 20
<u>October (O) and April (O) Semesters</u> Project (20 credit points per semester = 40 credit points total)	40		



### Distinctive features of the programme:

- The interactive induction module
- The flexibility to choose the start date – two intakes per academic year (April or October Semester)
- The flexibility for students to choose the pace of their study (for students who are working full time it is recommended that they limit their studies to 80 credits in a calendar year initially)
- The ability to switch degree programme pathway at the end of Stage 1 (common Level 4 modules for all CEM BSc (Hons) programmes)
- Wide ranging elective modules offered in Stage 3
- The ability to interact with students from different programmes and in varied geographical locations locally and internationally via the VLE
- International professional, personal and academic networking opportunities
- Recognition and accreditation from various international professional bodies
- Availability of exit routes, via the Certificate of Higher Education or Diploma of Higher Education for those who leave the programme part-way through

# Programme Specification: BSc (Hons) Quantity Surveying

Continuation page

## Section E Curriculum map

This table indicates which study units assume responsibility for delivering (X) and assessing (A) particular programme learning outcomes.

Stage	Study module/unit	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7		
1	Economics		X A						X A		X A	X	X A		X					X A	X A		X A	X A	X A	X A	X A			X	
	Building, Environment, Technology and Simple Construction	X A	X A						X A	X A	X		X							X A	X A			X A		X A	X A				
	Building, Environment, Technology and Framed Structures	X A	X A						X A	X A	X		X							X A	X A			X A		X A	X A				
	People and Organisational Management		X A	X	X A		X		X	X A	X	X	X	X		X					X A	X A			X A	X A	X A	X A			X
	Financial and Resource Management	X A	X A						X A	X A	X A	X A	X A	X A		X			X A		X A	X A		X A	X A	X A	X A	X A			X
	Legal Studies	X A	X A				X		X A		X A	X A	X A	X A		X					X A	X A			X A	X A	X A	X A			X
2	Economics of Property and Construction		X A		X A				X A	X A	X A	X A	X A		X A					X A	X A			X A	X A	X A	X A	X A			X
	Building Economics	X A	X A	X	X A	X A	X		X A	X A	X A	X A	X A		X A		X A	X A		X A	X A			X A	X A	X A	X A	X A			X
	Building, Environment, Technology and Complex Projects	X A	X A						X A	X A		X A	X A		X A					X A	X A			X A		X A	X A				
	Measurement and Quantification of Construction	X A		X A	X A	X A	X		X A	X A	X A		X A		X A	X A	X A	X A			X A	X A			X A	X A	X A	X A	X A		

# Programme Specification: BSc (Hons) Quantity Surveying

Continuation page

		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	
	Estimating and Tendering of Construction Projects	X A	X	X A	X	X A	X		X	X	X A	X	X A		X		X A	X			X A	X		X A	X	X	X		X	
	Contract Procedure	X A	X	X A	X A	X A	X A		X A	X	X A	X	X A		X A	X A	X A				X A	X			X A	X A	X	X		X
3	Contemporary QS Practice	X A	X A	X A	X A	X A	X A		X A	X	X A	X A	X A		X A	X A	X A	X A			X A	X A			X A	X A	X	X		X A
	Construction Law	X A	X A			X			X A	X	X A	X	X A		X A	X				X A	X A				X A	X A	X	X		X A
	Project <small>(the knowledge and understanding assessed are dependent upon individual projects)</small>	X A	X A	X A	X A	X A	X A	X A	X A	X A	X A	X A	X A	X A	X A	X A					X A	X A	X A	X A	X A	X A	X A	X A	X A	X A
	<b>ELECTIVE (OCTOBER SEMESTER)</b>																													
	Commercial Management in Construction	X A	X A	X	X A	X	X A		X A	X	X A	X	X A		X A	X A	X A	X A				X A	X A		X A	X A	X	X	X	X A
	Construction Site Management (Level 5)	X	X A		X A				X A	X	X A	X A	X A		X A			X A	X A			X A	X A			X A		X A	X A	
	Commercial Property Management	X A	X A		X				X A	X A	X A	X A	X A		X A	X A		X A				X A	X A			X A	X A	X A	X A	X
	<b>ELECTIVE (APRIL SEMESTER)</b>																													
	International Construction		X A		X A		X A		X A	X A	X A	X A	X A		X A	X A						X A	X A				X A	X A	X A	X
	Construction Project Management	X A	X A	X	X A	X	X A		X A	X A	X A	X A	X A		X A	X A	X A	X A				X A	X A		X A	X A	X A	X A	X A	X A

## Programme Specification: BSc (Hons) Quantity Surveying

Continuation page

	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7
Maintenance Management	X A	X		X A	X			X	X A	X A	X	X A		X	X A	X			X A	X			X	X A	X	X		X
Strategic Facilities Management	X A	X A		X A	X	X A		X A	X A	X	X	X A		X A	X A	X			X A	X A			X	X A	X	X	X	X A