



UNIVERSITY COLLEGE  
OF ESTATE MANAGEMENT

# **BSc (Hons) Quantity Surveying**

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## Programme Specification 2022- 2023

Version: 29.00

Status: Final

Date: 06/05/2022

# Summary Programme Details

## Final Award

**Award:** BSc (Hons)

**Title of (final) Programme:** Quantity Surveying

**Credit points:** 360

**Level of award (QAA FHEQ):** 6

## Intermediate award(s)

**Intermediate award 1:** BSc Quantity Surveying (Pass Degree)

**Credit points:** 300

**Level of award (QAA FHEQ):** 6

**Intermediate award 2:** Diploma of Higher Education Quantity Surveying

**Credit points:** 240

**Level of award (QAA FHEQ):** 5

**Intermediate award 3:** Certificate of Higher Education Built Environment Studies

**Credit points:** 120

**Level of award (QAA FHEQ):** 4

## Validation

**Validating institution:** University College of Estate Management (UCEM)

**Date of last validation:** December 2019

**Date of next periodic review:** December 2024

**Date of commencement of first delivery:** September 2013

**Duration:** Part-time study route: 4.5 years for non-apprenticeship students, or 4 years plus external end point assessment, if taken as part of an apprenticeship programme

Full-time study route: 3 years

**Maximum period of registration:** In accordance with the [Academic and Programme Regulations \(opens new window\)](#).

**UCAS Code/ HECoS Code:** K240/ 100217

**Programming Code:** UBSC

**Other coding as required:** QS(S)(F)(U)

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## Professional accreditation / recognition

Accrediting/recognising body: **Royal Institution of Chartered Surveyors (RICS)**

Details of the accreditation/recognition: BSc (Hons) accredited

Date of last programme accreditation/recognition: November 2015

Date of next periodic review: 2022

Accrediting/recognising body: **Chartered Institute of Building (CIOB)**

Details of the accreditation/recognition: BSc (Hons) accredited

Date of last programme accreditation/recognition: December 2020

Date of next periodic review: 2025

Accrediting/recognising body: **Chartered Association of Building Engineers (CABE)**

Details of the accreditation/recognition: BSc (Hons) accredited

Date of last programme accreditation/recognition: June 2020

Date of next periodic review: 2025

Accrediting/recognising body: **Hong Kong Institute of Construction Managers (HKICM)**

Details of the accreditation/recognition: BSc (Hons) accredited. Graduates with this award are academically acceptable for Member class of membership of HKICM. Please note that applicants for Member class must have reached the age of 25 and have had 4 years working experience in the construction field gained within the HKSAR.

Date of last programme accreditation/recognition: April 2021

Date of next periodic review: April 2026

Accrediting/recognising body: **Chartered Institution of Civil Engineering Surveyors (ICES)**

Details of the accreditation/recognition: BSc (Hons) accredited

Date of last programme accreditation/recognition: March 2018

Date of next periodic review: March 2023

## QAA benchmark statement

[UK Quality Code for Higher Education \(opens new window\)](#)

[The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(opens new window\)](#)

[Quality Assurance Agency \(QAA\) Subject Benchmark Statement: Land, Construction, Real Estate and Surveying October 2016 \(opens new window\)](#)

# Programme Overview

## Rationale

This programme is an internationally recognised programme in a flexible learning format which facilitates students who wish to study at their own pace with a high-quality learning experience. The programme widens access for students to study from worldwide destinations and 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 course. The programme provides for students to study at their own pace, allowing variable module/credit loads to be completed in each semester.

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), Chartered Institute of Building (CIOB), Chartered Association of Building Engineers (CABE) or other related professional body and which provides a platform for studying a postgraduate level qualification.

A project module is compulsory for all students, with the difference that only apprenticeship students study the Workbased Research Project module (PRJ6WRA/PRJ6WRS), and only non-apprenticeship students study the Project module (PRJ6PRA/PRJ6PRS).

## Entry Requirements

Students are required to be 18 years or over at the start of their programme.

Entrants to this programme normally are required to have:

- obtained 96 UCAS tariff points or an equivalent level of attainment through recognised qualifications not included in the UCAS tariff; \*
- Or
- completed an Advanced Apprenticeship in Surveying\*\* or an Advanced Apprenticeship in Construction Technical\*\* through which a Construction and Built Environment Diploma with a minimum DD profile was obtained or through which a Construction and Built Environment Extended Diploma with a minimum MMM profile was obtained, or an equivalent qualification;
- Or
- a current Royal Institution of Chartered Surveyors (RICS) Associate qualification (AssocRICS) and be in relevant employment; \*\*\*
- Or
- successfully completed the UCEM BSc Access module programme;

### And

- GCSE Grade 4 (or C) or above in English and Mathematics or an equivalent Level 2 qualification in English and Mathematics as defined by the Regulated Qualifications Framework (RQF) in England. \*\*\*\*

\* Recognised qualifications having an equivalent level of attainment as those recognised by UCAS include: Higher National Certificate (HNC), Higher National Diploma (HND), 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

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to have UCAS point equivalent values. For more information on equivalent qualifications please contact: [admissions@ucem.ac.uk](mailto:admissions@ucem.ac.uk).

- \*\* Completion of this apprenticeship will need to be evidenced through a verified copy of the apprenticeship completion certificate as issued by the apprenticeship certification body.
- \*\*\* Relevant employment is employment in a job role that will support the applicant in developing the required skills, knowledge and behaviours.
- \*\*\*\* Applicants for the apprenticeship programme that do not have [accepted](#) equivalent Level 2 maths and English qualifications can instead demonstrate maths and English skills at Level 1 via initial and diagnostic assessments. These applicants will also be required to achieve Level 2 maths and English Functional Skills qualifications as part of the apprenticeship. If applicants do not qualify for ESFA funding, these qualifications will need to be fully funded by the employer.

The academic level of international qualifications that are not listed on the UCAS tariff will be assessed using UK NARIC.

If an applicant does not meet the standard entry requirements UCEM will consider the application on an individual basis. In these cases, the application will be assessed by the Programme Leader, who will give careful consideration to any professional and life experiences as well as any academic or vocational qualifications the applicant may hold. The applicant may be asked to provide a detailed personal statement and/or a reference or letter of support from an employer or mentor to support the application.

Applications are assessed in accordance with the UCEM [Code of Practice: Admissions and Recognition of Prior Learning \(opens new window\)](#).

## Apprenticeship programme

Applicants to the apprenticeship programme must also have the right to work in England, meet Education and Skills Funding Agency residency status requirements, spend at least 50% of their working hours in England and be directly employed in a job role that will enable the requirements of the apprenticeship to be achieved.

## English language requirements

All UCEM programmes are taught and assessed in English. In addition to the programme entry requirements listed above, all applicants will therefore be required to demonstrate adequate proficiency in the language before being admitted to a programme. Therefore, applicants must possess one of the following:

- GCSE Grade 4 (or C) or above in English Language or English Literature, or an equivalent qualification. For further information on equivalent qualifications please contact: [admissions@ucem.ac.uk](mailto:admissions@ucem.ac.uk).
- Grade 5.5 or above, with at least 5.5 in the reading and writing modules in the International English Language Testing System (IELTS) academic test administered by the British Council.
- 79 or above in the internet option, 213 or above in the computer-based option or 550 or above in the paper-based option, of the Teaching of English as a Foreign Language (TOEFL) test.
- Grade 4 (or C) or above in English (Language or Literature) at A/S Level.
- Holders of a cognate sub-degree (Level 5) qualification taught and assessed in English from the University of Hong Kong or City University of Hong Kong.
- HKDSE (Hong Kong Diploma of Secondary Education) Grade 3, or HKALE (Hong Kong Advanced Level Examination – Advanced Level & Advanced Supplementary

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Level) Grade E, or HKCEE (Hong Kong Certificate of Education Examination) Grade 3-5\* or Grade A-D (Syllabus B only).

\*Applicants with a Bachelor's Degree that has been taught and examined in the English medium can be considered for entry in the absence of the qualifications detailed above.

## Recognition of prior learning (RPL) or recognition of prior experiential learning (RPEL) routes into the programme

UCEM policy and procedures for Recognition of Prior Experiential Learning (RPEL) and Recognition of Prior Learning (RPL) are set out in the UCEM Code of Practice: Admissions and Recognition of Prior Learning (opens new window). This policy statement takes precedence in any such decision.

RPEL may be used to support an application entry to the programme in accordance with the entry requirements stated in the section above. UCEM also recognises credit awarded by higher education degree awarding bodies in accordance with the relevant higher education qualifications framework and allows that credit to count towards module exemption from the programme.

Normally the maximum credit for prior learning that can be counted towards the programme is 66% (two thirds). RPEL and RPL do not enable the transfer of credit/exemption from classification modules.

## Programme Progression

For details of progression arrangements, please view the [Academic and Programme Regulations \(opens new window\)](#).

Successful completion of the BSc (Hons) may enable the student to progress onto UCEM's Master of Business Administration and other suitable postgraduate programmes.

## Award Regulations

For details of award arrangements, please view the [Academic and Programme Regulations \(opens new window\)](#).

## Career Prospects

Diverse career opportunities are 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; mechanical and electrical 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.

The following list provides a range of the types of careers that students pursue after completing this programme:

- Cost management;
- Cost consultancy, project management, contractor surveying, building services quantity surveying and facilities management;
- Preparing feasibility estimates and contract documents and providing advice on design economics, tendering and procurement strategies;

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- Cost planning and whole life costing;
- Cost and financial control from design to completion and occupation.

## Programme Aims

### Programme aims

The programme 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 RICS, CABE or other related international professional bodies. It provides students with a progressive development of knowledge and skills over three levels 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 Master's level qualification. Students will develop a broad range of skills which are transferable across other industries.

### Market and internationalisation

This programme is aimed at UK and international students. While UK law, regulatory controls and practice are at the core of the study materials, the programme aims to contextualise within an international framework. Where possible, comparative examples are used to highlight the difference in regional approaches, and thus foster further understanding of the principles and applications introduced.

## Learning Outcomes

Having successfully completed the programme, the student will have met the following learning outcomes.

### Level 4

#### A – Knowledge and understanding

Learning Outcomes	Relevant modules
A4.1. Recognise the basic principles that underpin the theory and practice of the property and construction industries.	MAN4POM LAW4RFW LAW4LST CON4TE1 CON4TE2 TEC4DIG
A4.2. Outline the ethical, management, legal and regulatory frameworks and systems impacting on the property and construction industries.	LAW4RFW LAW4LST CON4TE1 CON4TE2 TEC4DIG

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Learning Outcomes	Relevant modules
A4.3. Relate environment and sustainability issues to the property and construction industries.	LAW4RFW CON4TE1 CON4TE2
A4.4. Explain the basic principles of property construction and associated digital technologies.	TEC4DIG CON4TE1 CON4TE2

### B – Intellectual skills

Learning Outcomes	Relevant modules
B4.1. Describe the impact of sustainability on existing and new buildings.	LAW4RFW CON4TE1 CON4TE2
B4.2. Demonstrate the ability to write in a range of formats.	MAN4POM LAW4RFW LAW4LST TEC4DIG
B4.3. Develop an awareness and ability to evaluate and appraise information.	MAN4POM LAW4RFW LAW4LST CON4TE1 CON4TE2 TEC4DIG

### C – Subject practical skills

Learning Outcomes	Relevant modules
C4.1. Recognise the uses of technology in the built environment.	CON4TE1 CON4TE2
C4.2. Illustrate an understanding of the development and use of digital skills.	TEC4DIG CON4TE1 CON4TE2
C4.3. Understand areas of legislation which affect the built environment.	LAW4RFW LAW4LST

### D - Key / Transferable skills

Learning Outcomes	Relevant modules
D4.1. Record the development and planning of individual learning.	MAN4POM LAW4RFW LAW4LST CON4TE1 CON4TE2 TEC4DIG



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Learning Outcomes	Relevant modules
D4.2. Demonstrate the development of written, numeric and communication skills.	MAN4POM LAW4RFW LAW4LST CON4TE1 CON4TE2 TEC4DIG
D4.3. Demonstrate various methods of communicating information.	MAN4POM LAW4RFW LAW4LST CON4TE1 CON4TE2 TEC4DIG
D4.4. Identify and solve problems within guided scenarios.	MAN4POM LAW4RFW LAW4LST CON4TE1 CON4TE2 TEC4DIG
D4.5. Develop a knowledge and understanding of the principles of sustainability.	LAW4RFW CON4TE1 CON4TE2

### Level 5

#### A – Knowledge and understanding

Learning Outcomes	Relevant modules
A5.1 Examine and analyse the principles and theories underpinning construction in relation to quantity surveying.	QSP5CPR QSP5DEC QSP5ETC QSP5MQC ECO5BEC CON5TE3
A5.2 Analyse the issues surrounding contractual and constructional obligations associated with the administration of contracts.	QSP5CPR CON5TE3
A5.3 Evaluate the impact of sustainable development on the construction industry.	QSP5DEC CON5TE3
A5.4 Examine the process by which construction projects are managed both at pre-contract and post contract stages.	QSP5CPR QSP5DEC

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## B – Intellectual skills

Learning Outcomes	Relevant modules
B5.1 Integrate and transfer appropriate knowledge, skills and learning throughout the range of subject areas covered.	QSP5CPR QSP5DEC QSP5ETC QSP5MQC ECO5BEC CON5TE3
B5.2 Apply concepts and principles across the various subject areas within the same level of study.	QSP5CPR QSP5DEC QSP5ETC QSP5MQC CON5TE3

## C – Subject practical skills

Learning Outcomes	Relevant modules
C5.1 Apply appropriate techniques for controlling and monitoring resources relevant for construction projects to practical scenarios.	QSP5DEC
C5.2 Use the main methods of enquiry to evaluate the appropriateness of different approaches to solving a range of problems arising in a professional environment.	QSP5CPR QSP5DEC QSP5MQC ECO5BEC CON5TE3

## D – Key / Transferable skills

Learning Outcomes	Relevant modules
D5.1 Communicate and collaborate effectively using a range of media.	QSP5CPR QSP5DEC QSP5ETC QSP5MQC ECO5BEC CON5TE3
D5.2 Organise and manage workflow independently and efficiently.	QSP5CPR QSP5DEC QSP5ETC QSP5MQC ECO5BEC CON5TE3
D5.3 Solve problems and make decisions through reflective thinking and analysis.	QSP5CPR QSP5DEC QSP5ETC QSP5MQC ECO5BEC CON5TE3

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Learning Outcomes	Relevant modules
D5.4 Identify where and how sustainable principles can be adopted thereby considering wider sustainable opportunities and constraints.	QSP5DEC CON5TE3

### Level 6

#### A – Knowledge and understanding

Learning Outcomes	Relevant modules
A6.1 Critically appraise the wider business environment including the political, economic, legal, social, technological, cultural, ethical, health and safety, sustainability and global influences within which construction and client organisations operate.	LAW6CON MAN6CMC PMA6CPM QSP6QSP PRJ6PRA/ PRJ6PRS PRJ6WRA/ PRJ6WRS
A6.2 Critically evaluate the theories and techniques utilised in the commercial management of construction projects.	MAN6CMC PMA6CPM QSP6QSP
A6.3 Synthesise the methods required to undertake a research project.	PRJ6PRA/ PRJ6PRS PRJ6WRA/ PRJ6WRS
A6.4 Demonstrate a critical appreciation of the uncertainties, ambiguities and limits of knowledge and practice in the field of quantity surveying.	MAN6CMC QSP6QSP PRJ6PRA/ PRJ6PRS PRJ6WRA/ PRJ6WRS

#### B – Intellectual skills

Learning Outcomes	Relevant modules
B6.1 Critically assess a range of resources including contemporary sources, draw on evidence to reflect and evaluate competing explanations to provide appropriate conclusions.	LAW6CON PMA6CPM QSP6QSP PRJ6PRA/ PRJ6PRS
B6.2 Critically analyse and solve complex problems using appropriate models and methods.	MAN6CMC PMA6CPM QSP6QSP PRJ6PRA/ PRJ6PRS PRJ6WRA/ PRJ6WRS

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Learning Outcomes	Relevant modules
B6.3 Critically analyse and transfer appropriate knowledge and methods from one topic to another within or between modules.	MAN6CMC PMA6CPM QSP6QSP PRJ6PRA/ PRJ6PRS PRJ6WRA/ PRJ6WRS
B6.4 Select and apply appropriate techniques of research, analysis and appraisal.	MAN6CMC PMA6CPM QSP6QSP PRJ6PRA/ PRJ6PRS PRJ6WRA/ PRJ6WRS

### C – Subject practical skills

Learning Outcomes	Relevant modules
C6.1 Acquire, analyse and critically evaluate data and judge its relevance and validity to a range of quantity surveying situations.	MAN6CPM QSP6QSP PRJ6PRA/ PRJ6PRS PRJ6WRA/ PRJ6WRS
C6.2 Critically assess the validity and rigour of a range of published research and assess its relevance to further research.	PRJ6PRA/ PRJ6PRS PRJ6WRA/ PRJ6WRS
C6.3 Identify and apply technology and decision analysis tools to solve complex problems.	MAN6CMC PMA6CPM QSP6QSP PRJ6PRA/ PRJ6PRS PRJ6WRA/ PRJ6WRS

### D – Key / Transferable skills

Learning Outcomes	Relevant modules
D6.1 Communicate effectively and professionally in a range of mediums to both industry and academic stakeholders.	LAW6CON MAN6CMC PMA6CPM QSP6QSP PRJ6PRA/ PRJ6PRS PRJ6WRA/ PRJ6WRS

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Learning Outcomes	Relevant modules
D6.2 Demonstrate the ability to identify, use, interrogate, interpret and critically evaluate a range of sources of information.	LAW6CON MAN6CMC PMA6CPM QSP6QSP PRJ6PRA/ PRJ6PRS PRJ6WRA/ PRJ6WRS
D6.3 Demonstrate critical thinking skills through the application of knowledge to practical quantity surveying situations.	LAW6CON MAN6CMC PMA6CPM QSP6QSP PRJ6PRA/ PRJ6PRS PRJ6WRA/ PRJ6WRS
D6.4 Recognise the limits of knowledge and how this influences analysis and interpretations based on that knowledge.	MAN6CMC QSP6QSP PRJ6PRA/ PRJ6PRS PRJ6WRA/ PRJ6WRS
D6.5 Have developed the attitudes and applied skills to make informed decisions that reflect care, concern and responsibility for themselves, for others and the environment, now and in the future.	LAW6CON MAN6CMC PMA6CPM QSP6QSP PRJ6PRA/ PRJ6PRS PRJ6WRA/ PRJ6WRS

## Programme Structure

### Module List

Code	Module	Level	Credits	Core/ Elective
LAW4LST	Law for the Built Environment	4	20	Core
MAN4POM	People and Organisational Management	4	20	Core
TEC4DIG	Digital Technologies	4	20	Core
CON4TE1	Construction Technology 1	4	20	Core
LAW4RFW	Introduction to Regulatory Frameworks	4	20	Core
CON4TE2	Construction Technology 2	4	20	Core

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Code	Module	Level	Credits	Core/ Elective
QSP5MQC	Measurement and Quantification of Construction Work	5	20	Core
ECO5BEC	Economics for the Built Environment	5	20	Core
QSP5CPR	Contract Administration and Practice	5	20	Core
QSP5ETC*	Estimating and Tendering*	5	20	Core
CON5TE3	Construction Technology 3	5	20	Core
QSP5DEC	Design Economics and Cost Planning	5	20	Core
LAW6CON	Construction Law	6	20	Core
MAN6CMC	Commercial Management in Construction	6	20	Core
QSP6QSP	Professional Quantity Surveying Practice	6	20	Core
PMA6CPM*	Construction Project Management**	6	20	Core
PRJ6PRA/ PRJ6PRS	Project	6	40	Core for non-apprentices only
PRJ6WRA/ PRJ6WRS	Workbased Research Project	6	40	Core for apprentices only

### Notes

Credits are part of the Credit Accumulation and Transfer System (CATS). Two UK credits are equivalent to one European Credit Transfer System (ECTS) credit.

\* The module diet is structured to ensure that the delivery of modules supports your learning. However individual student circumstances may mean the sequence of the planned module diet changes. It is therefore strongly advised that you study QSP5MQC Measurement and Quantification of Construction Work before attempting QSP5ETC Estimating and Tendering.

\*\* Autumn semester delivery of this module will not be available until the 2023/24 academic year. Students entering with exemptions may see a change to their study route.

# Delivery Structure for part-time study route

## Autumn (UK) Entry

### Year 1, Semester 1

Module Code	Module Name	Level
LAW4LST	Law for the Built Environment	4
MAN4POM	People and Organisational Management	4

### Year 1, Semester 2

Module Code	Module Name	Level
TEC4DIG	Digital Technologies	4
CON4TE1	Construction Technology 1	4

### Year 2, Semester 1

Module Code	Module Name	Level
LAW4RFW	Introduction to Regulatory Frameworks	4
QSP5MQC	Measurement and Quantification of Construction Work	5

### Year 2, Semester 2

Module Code	Module Name	Level
CON4TE2	Construction Technology 2	4
ECO5BEC	Economics for the Built Environment	5

### Year 3, Semester 1

Module Code	Module Name	Level
QSP5CPR	Contract Administration and Practice	5
QSP5ETC	Estimating and Tendering	5

### Year 3, Semester 2

Module Code	Module Name	Level
CON5TE3	Construction Technology 3	5
QSP5DEC	Design Economics and Cost Planning	5

## Year 4 onwards for non-apprenticeship students

### Year 4, Semester 1

Module Code	Module Name	Level
LAW6CON	Construction Law	6
MAN6CMC	Commercial Management in Construction	6

### Year 4, Semester 2

Module Code	Module Name	Level
QSP6QSP	Professional Quantity Surveying Practice	6
PRJ6PRA/ PRJ6PRS	Project	6

### Year 5, Semester 1

Module Code	Module Name	Level
PMA6CPM	Construction Project Management	6
PRJ6PRA/ PRJ6PRS	Project	6

## Year 4 for apprenticeship students

### Year 4, Semester 1

Module Code	Module Name	Level
LAW6CON	Construction Law	6
MAN6CMC	Commercial Management in Construction	6
PRJ6WRA/ PRJ6WRS	Workbased Research Project	6

### Year 4, Semester 2

Module Code	Module Name	Level
QSP6QSP	Professional Quantity Surveying Practice	6
PMA6CPM	Construction Project Management	6
PRJ6WRA/ PRJ6WRS	Workbased Research Project	6



## Spring (UK) Entry

### Year 1, Semester 1

Module Code	Module Name	Level
TEC4DIG	Digital Technologies	4
CON4TE1	Construction Technology 1	4

### Year 1, Semester 2

Module Code	Module Name	Level
LAW4LST	Law for the Built Environment	4
MAN4POM	People and Organisational Management	4

### Year 2, Semester 1

Module Code	Module Name	Level
CON4TE2	Construction Technology 2	4
ECO5BEC	Economics for the Built Environment	5

### Year 2, Semester 2

Module Code	Module Name	Level
LAW4RFW	Introduction to Regulatory Frameworks	4
QSP5MQC	Measurement and Quantification of Construction Work	5

### Year 3, Semester 1

Module Code	Module Name	Level
CON5TE3	Construction Technology 3	5
QSP5DEC	Design Economics and Cost Planning	5

### Year 3, Semester 2

Module Code	Module Name	Level
QSP5CPR	Contract Administration and Practice	5
QSP5ETC	Estimating and Tendering	5

## Year 4 onwards for non-apprenticeship students

### Year 4, Semester 1

Module Code	Module Name	Level
QSP6QSP	Professional Quantity Surveying Practice	6

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Module Code	Module Name	Level
PMA6CPM	Construction Project Management	6

### Year 4, Semester 2

Module Code	Module Name	Level
LAW6CON	Construction Law	6
PRJ6PRA/ PRJ6PRS	Project	6

### Year 5, Semester 1

Module Code	Module Name	Level
MAN6CMC	Commercial Management in Construction	6
PRJ6PRA/ PRJ6PRS	Project	6

## Year 4 for apprenticeship students

### Year 4, Semester 1

Module Code	Module Name	Level
QSP6QSP	Professional Quantity Surveying Practice	6
PMA6CPM	Construction Project Management	6
PRJ6WRA/ PRJ6WRS	Workbased Research Project	6

### Year 4, Semester 2

Module Code	Module Name	Level
LAW6CON	Construction Law	6
MAN6CMC	Commercial Management in Construction	6
PRJ6WRA/ PRJ6WRS	Workbased Research Project	6

# Delivery Structure for full-time study route (non-apprenticeship students)

## Autumn (UK) Entry

### Year 1, Semester 1

Module Code	Module Name	Level
LAW4LST	Law for the Built Environment	4
MAN4POM	People and Organisational Management	4
LAW4RFW	Introduction to Regulatory Frameworks	4

### Year 1, Semester 2

Module Code	Module Name	Level
TEC4DIG	Digital Technologies	4
CON4TE1	Construction Technology 1	4
CON4TE2	Construction Technology 2	4

### Year 2, Semester 1

Module Code	Module Name	Level
QSP5MQC	Measurement and Quantification of Construction Work	5
QSP5CPR	Contract Administration and Practice	5
QSP5ETC	Estimating and Tendering	5

### Year 2, Semester 2

Module Code	Module Name	Level
ECO5BEC	Economics for the Built Environment	5
CON5TE3	Construction Technology 3	5
QSP5DEC	Design Economics and Cost Planning	5

### Year 3, Semester 1

Module Code	Module Name	Level
LAW6CON	Construction Law	6
MAN6CMC	Commercial Management in Construction	6
PRJ6PRA/ PRJ6PRS	Project)	6

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## Year 3, Semester 2

Module Code	Module Name	Level
QSP6QSP	Professional Quantity Surveying Practice	6
PMA6CPM	Construction Project Management	6
PRJ6PRA/ PRJ6PRS	Project	6

## Spring (UK) Entry

### Year 1, Semester 1

Module Code	Module Name	Level
TEC4DIG	Digital Technologies	4
CON4TE1	Construction Technology 1	4
CON4TE2	Construction Technology 2	4

### Year 1, Semester 2

Module Code	Module Name	Level
LAW4LST	Law for the Built Environment	4
MAN4POM	People and Organisational Management	4
LAW4RFW	Introduction to Regulatory Frameworks	4

### Year 2, Semester 1

Module Code	Module Name	Level
ECO5BEC	Economics for the Built Environment	5
CON5TE3	Construction Technology 3	5
QSP5DEC	Design Economics and Cost Planning	5

### Year 2, Semester 2

Module Code	Module Name	Level
QSP5MQC	Measurement and Quantification of Construction Work	5
QSP5CPR	Contract Administration and Practice	5
QSP5ETC	Estimating and Tendering	5

### Year 3, Semester 1

Module Code	Module Name	Level
QSP6QSP	Professional Quantity Surveying Practice	6

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Module Code	Module Name	Level
PMA6CPM	Construction Project Management	6
PRJ6PRA/ PRJ6PRS	Project	6

### Year 3, Semester 2

Module Code	Module Name	Level
LAW6CON	Construction Law	6
MAN6CMC	Commercial Management in Construction	6
PRJ6PRA/ PRJ6PRS	Project	6

## Module Summaries

### Core Modules

#### **LAW4LST Law for the Built Environment**

This module provides an introduction to the English and Welsh legal system and covers the law of contract and the law of tort. This module will consider the development and sources of English and Welsh law and how the law is enforced. The module will consider how a valid contract can be formed; the importance of contract clauses; how a contract can be breached and how it can be discharged; the consequences of discharge. The module will also consider the importance of the law of tort to the construction and property industry, with emphasis on negligence, occupiers' liability, nuisance and trespass to land, as well as an analytical approach to legal problem solving.

#### **MAN4POM People and Organisational Management**

This module explores the question of "what is management?" and seeks to distinguish it from leadership. It explains the role and function of management within organisations in the construction and the built environment. It also considers the role of change as a central theme as organisations seek to come to terms with issues that are constantly impacting, both positively and negatively, on the people, management and the structures of organisations.

#### **DIG4TEC Digital Technologies**

This module introduces students to the role of technology and data within the built environment and how it impacts on the roles within the property and construction profession. It starts to identify the digital literacies needed by professionals to meet the changing needs of clients and the industry as a whole. This enables the student to begin defining what role technology plays in their studies and in the workplace, and to evaluate the skills they need to develop.

#### **CON4TE1 Construction Technology 1**

This module provides an introduction to building, environment and technology based on simple construction, establishing a foundation of knowledge and understanding to be developed in later modules. It develops students' communication skills, enabling them to describe simple construction in a professional manner. Simple building examples are

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included, such as traditional masonry construction and roof construction typical in buildings of up to three storeys. Perspectives such as sustainability are considered.

## **LAW4RFW Introduction to Regulatory Frameworks**

This module provides an introduction to the fundamental legislative and regulatory frameworks under the law in England and Wales, as it affects built environment professionals. It focuses on regulatory frameworks relating to building regulations and planning controls, inclusivity, sustainability, health and safety, hazardous materials and the role of relevant professional, statutory and regulatory bodies.

## **CON4TE2 Construction Technology 2**

This module provides an introduction to the building and environmental technology of framed construction. Topics covered include: the principles of framed structures; design and its communication; material and component selection; construction techniques; simple environmental services, as well as more complex related issues of sustainability; legislation and fire safety. Key generic skills such as producing and understanding simple drawn information and professional report writing are introduced.

Examples of framed buildings are included, such as steel, reinforced concrete and timber construction applicable to buildings with different types of usage such as commercial, industrial and residential. Perspectives such as sustainability are also considered.

## **QSP5MQC Measurement and Quantification of Construction Work**

This module develops an understanding of the measurement and estimating during the pre-tender process. It particularly focuses on the preparation of pricing and tendering documentation using specialist software, and how this can be costed by a contractor to create the tender price. It will develop key practical skills in quantifying and costing different elements of construction work from complex drawings, and using various standard methods of measurement. This module will develop key practical skills in quantifying various elements of construction work from drawings using accepted conventions and appropriate standard methods of measurement.

## **ECO5BEC Economics for the Built Environment**

This module covers the application of basic economic theory to the four dimensions of property and construction sector activity: the market dimension, the public policy dimension, the temporal dimension and the spatial dimension. It draws on conventional micro- and macro-economics but also on aspects of managerial economics and economic geography. It encourages a recognition of the relevance of economic analysis to property-related issues and facilitates a command of the analytical skills used in property and construction economics.

## **QSP5CPR Contract Administration and Practice**

This module develops the knowledge gained from contract and tort law to focus on the specific aspects of construction projects where it is common to find standard forms of building contracts. The purpose of the module is to develop a broader understanding of law and to apply it to common eventualities on construction and building services projects. This module aims to provide students with the contractual knowledge required to deal on behalf of all parties associated with construction contracts from inception to completion.

## **QSP5ETC Estimating and Tendering**

This module covers the key aspects of estimating and tendering of construction projects. It sets out the principles of estimating and tendering, with particular reference to the contractor's perspective. It is primarily focused on the costing of construction projects and factors affecting costs of labour, plant and materials. The module also examines the use of

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information and communication technologies (ICT) in estimating and tendering and how this is developing in the construction industry.

## **CON5TE3 Construction Technology 3**

This module develops students' knowledge of the theory and practice of building, environment and technology for complex projects. It comprises the following broad subject areas: advanced construction techniques; technology/process innovation and development; components; building services; civil engineering; sustainability; legislation; building regulation; contaminated land; works incorporating existing buildings; (complex sites). It includes consideration of a range of complexities due to the site, the environment, construction or unusual situations.

## **QSP5DEC Design Economics and Cost Planning**

This module aims to provide students with an appreciation of construction costs and their control, from inception to completion of a project. It considers what affects the cost of a building, and how the costs of the development can be controlled, both at the pre-contract and the post contract stages. The application of the Royal Institution of Chartered Surveyors (RICS) New Rules of Measurement (NRM) is considered when undertaking pre-contract cost control activities. Building Information Management (BIM) is introduced to allow an appreciation of how this can be used to create cost plans and help control costs. The importance of lifecycle costs and the maintenance management of a building are also considered.

## **LAW6CON Construction Law**

This module aims to provide students with an understanding of the major issues of law embraced by construction projects. It enables students to analyse professional liability and evaluate methods of extending/limiting liability, and to assess the extent of liability outside the contractual relationship. The module also aims to give students an in-depth understanding of the issues related to construction disputes and the various commonly used methods of dispute resolution.

## **MAN6CMC Commercial Management in Construction**

This module explores a range of strategic and operational issues in commercial management of construction experienced by contracting organisations. The dynamic business environment within which contracting organisations operate means that they need to be astute when competing or bidding for work and seeking to sustain their turnover and profit margin whilst enhancing stakeholder value. This module therefore provides an opportunity for the student to develop the knowledge, understanding and skills required to operate in this competitive and commercial environment.

## **QSP6QSP Professional Quantity Surveying Practice**

This module explores a range of issues and challenges within the quantity surveying profession in the UK and other parts of the world. The significant changes experienced in the construction industry globally over the past decade have required quantity surveyors to adapt their traditional practices and embrace new philosophies, in order to contribute effectively to construction projects. This module therefore provides the student with an opportunity to develop the knowledge, understanding and skills required to operate in a dynamic and contemporary construction environment.

## **PMA6CPM Construction Project Management**

This module explores a range of strategic and operational issues in construction project management. The construction project manager (CPM) plays a key role at all stages of the construction process for diverse client organisations that operate in a dynamic environment.

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The fundamental need for clients to enhance value in their construction projects and, increasingly, to also engage stakeholders, means that the CPM has a critical contribution to make. This module therefore provides an opportunity to develop the knowledge, understanding and skills required to operate as a CPM in the context of the property and construction industries.

## **PRJ6PRA/S Project (non-apprenticeship only)**

The aim of this module is to enable the student to develop specific research skills and techniques so that they can interrogate issues and situations and resolve problems related to their area of interest. The module gives students an opportunity to apply their skills and knowledge to the resolution of an industry-based problem during a prolonged period of independent study. It is anticipated that the module's outcomes will directly enhance career and educational progression by equipping students with relevant analytical skills and techniques to investigate organisational and industry issues.

## **PRJ6WRA/S Workbased Research Project (apprenticeship only)**

This module requires students to develop their research skills within the context of the built environment, their chosen career path and the workplace. The students are required to relate the practicalities of the case study to the academic concepts and ideas that underpin it; providing them with the vehicle to conduct a self-directed study. This module also requires students to reflect on the knowledge and skills that they have developed during their programme of studies and requires them to demonstrate their development of their professional competence with reference to the appropriate professional framework.

# Learning, Teaching and Assessment

## Learning & Teaching

### Knowledge and understanding

The teaching, learning and assessment strategy for the programme is guided by the UCEM-wide Learning, Teaching and Assessment Strategy (LTAS 2020-2025). This ensures all programmes promote a logical learning journey for students. The approach adopted is student-centred learning design, that supports the educational needs of our diverse student community. Learning has been designed with flexibility in mind to support students to adopt their own learning experience best suited to their needs.

Students are taught through online learning resources available to them, including customised text material, study papers, learning activities and interactive media. These are complemented by a variety of Tutor-facilitated sessions and interactions, using a range of media for enhancement of the learning experience.

Students are encouraged to research beyond the material provided and undertake self-directed learning throughout their programme. This expectation increases across the levels. When at level 6, students study either the 40 credit Project module (non-apprentices) or the Workbased Research Project Module (apprentices) which requires self-directed learning and problem-solving.

### Intellectual skills

Learning and teaching methods are applied to enable the development of cognitive skills. These skills are aligned to those used by Quantity Surveyors, but also meet the needs of working in other industries. These skills are developed through interaction with multi-media learning resources, self-directed learning and via participation in student-centred learning



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activities. The approach to assessment is tutor-guided and formative feedback on these skills is given appropriate emphasis.

## Subject practical skills

The student's learning experience on the programme begins by introducing them to modules at level 4 that will be the foundation for their understanding of the technology, processes, principles and legislation that affects the construction process and fundamental for the role of a Quantity Surveyor.

Key areas that are covered in the student's learning experience that are fundamental for their understanding of quantity surveying include but are not limited to legislation, construction processes, technologies, management of the building process and people and the contractual requirements associated with a building project.

Law for the Built Environment at level 4 provides the basic elements underpinning the student's understanding of the legal requirements relevant for Contract Administration and Practice at level 5 and Construction Law at level 6 of the programme.

Construction Technology 1, 2 and 3 enable students to understand how buildings are constructed and the technology involved. They are fundamental for the correct interpretation of drawings, which is critical for the quantification and costing that is studied in Measurement and Quantification of Construction Work and Estimating and Tendering at level 5.

The Economics for the Built Environment at level 5 provides students with an understanding of the construction sector as a market environment and how micro- and macro-economics play a role in its demand.

Design Economics and Cost Planning at level 5 takes students through the development process from feasibility to occupancy and the role of a Quantity Surveyor in providing advice to the client.

The management of processes and people are studied in the People and Organisational Management at level 4. As Quantity Surveyors, students are expected to know the strategic aspects of managing projects commercially, both at pre-and post-contract stages of construction. These are covered in Professional Quantity Surveying Practice and Commercial Management in Construction at level 6. The modules expose students to the requirements of their roles when working for the client and contracting organisations.

## Key/Transferable skills

The Induction module sets out the importance of transferable skills. These skills are developed through the programme, utilising study and assessment. This can be via virtual learning environment (VLE) discussion, tuition discussion, problem-solving exercises, which are conducted individually or in groups, and coursework, which provides the ideal combination to internalise these aspects through different learning methods.

## Assessment

The assessment strategy for the programme is guided by the UCEM-wide Learning, Teaching and Assessment Strategy (LTAS 2020-2025). The aim of UCEM's assessments is to allow students an opportunity to demonstrate what they have learned using a range of formats and which encourage critical self-reflection linked to personal development. To support this, assessments are clearly related to module learning outcomes and the activities within the module support students in achieving these.

UCEM's practice is to require assessments to be vocationally and professionally relevant. Assessments are built that have direct application to industry standards, and that enable students to learn through real world scenarios and working practice. This involves the

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generation of tasks based on problems, scenarios or case studies from recent real-world situations that reflect and/or replicate the vocational requirements of the industry and the international nature of the subject matter. All elements of assessments are discipline-specific for each programme as well as supporting the acquisition and promotion of transferable skills, including research skills development.

Formative assessment and feedback opportunities are provided throughout the programme in a variety of formats to motivate, guide and develop students through their learning. Students are required to complete various pieces of coursework in the modules which are assessed within set time frames. Detailed feedback is provided on tutor-assessed work, which explains how the mark was derived, what was done well and what could be improved for future assessments. Objective testing is also utilised in formative (including self-assessment) and summative assessment. Individual projects in the final stage are assessed in accordance with their own guidelines and marking schemes.

All assessment contributing to progression or award is subject to moderation policies. Moderation at UCEM is designed to reflect the quality of the student submission and the benchmark standards for the various levels of undergraduate study. Moderation of marking accords with QAA recommended best practice to ensure that marking criteria have been fairly, accurately, and consistently applied during first marking.

## Assessment Diet

The types of assessments used on this programme will include coursework (such as essays, reports, portfolios, reflections, problem or short questions or video presentations), computer-based assessments, and computer marked assessments (CMAs). The exact combinations of assessment will vary from module to module; however, a basic overview can be found below.

In general, there will be 2 assessments per module. The first assessment is usually either coursework or a CMA. The second assessment is usually coursework. Some modules may have up to a maximum of 4 assessments.

The 40-credit project modules are assessed as follows:

- PRJ6PRA/S Project (for non-apprenticeship students only) has 2 assessments. The first assessment is coursework, and the second assessment is a project report.
- PRJ6WRA/S Workbased Research Project (for apprenticeship students only) has 3 assessments: a presentation; a reflective summary; and a case study report.

# Study Support

## Induction module

All students are expected to complete the non-credit bearing Induction module before the programme commences.

The purpose of the Induction module is to:

- begin to prepare the student for studying with UCEM;
- enable UCEM to identify further ways in which the Institution may be able to facilitate and support the student as they progress through their learning journey.

There are a variety of resources which will help the student to get started. These include tutorials regarding how to use the VLE, the UCEM e-Library and information regarding how

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to join a webinar. All of this information is key to having a successful start to supported online learning with UCEM.

There is a 'Writing in Your Own Words' e-learning resource and associated quiz. This resource aims to provide the student with relevant examples of referencing, and a clear understanding of what plagiarism is and how to avoid it. Additionally, the 'Readiness for Learning' questionnaire, prompts the student to consider the practicalities surrounding their studies.

This element of the Induction module is designed to provide feedback to the Institution in order to identify further ways in which UCEM may be able to facilitate and support the student as they progress. Further information relating to study skills support is also included.

## Student learning support

The programme is taught via UCEM's Virtual Learning Environment (VLE), and academic facilitation and support is provided online giving students access to UCEM Tutors and other students worldwide.

The Learning & Teaching team will guide and support students' learning. Furthermore, all students who do not engage with initial assessment or the VLE will receive additional support from the Programme Team. Other UCEM administrative teams provide support for assessments and technical issues including ICT. UCEM's 'Student Central' portal provides the main point of contact for students for these teams throughout the duration of their programme

Each student, wherever their location, will have access to a wealth of library and online materials to support their studies. International students are able to use their local context when writing their assessments.

The Learning and Teaching Enhancement Team works with departments to promote student retention, achievement and success. This work is achieved through a multi-faceted approach, which consists of:

- supporting learning on modules by responding to non-subject specific queries and assisting with synchronous learning delivery and making proactive contact with non-engaged students;
- identifying students who are at risk of deferring, suspending and/or withdrawing at specific points in the academic calendar;
- working with the Learning & Teaching team to identify ways in which student success can be further facilitated;
- supporting both students and the Learning & Teaching staff through timely interventions which may include creating support materials and providing academic study skills support through academic skills surgeries.

Relevant research is also carried out to inform proactive interventions, and to develop policy and practice.

Disability, neurodiversity, and wellbeing related support is provided via a dedicated Disability and Welfare team at UCEM.

## English language support

For those students whose first language is not English, or those students who wish to develop their English language skills, additional support is provided through online resources on the VLE in the resource 'Developing Academic Writing'. The resource includes topics

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such as sentence structure, writing essays and guidance for writing aimed at developing students study skills.

### **Personal and professional development**

Students are undertaking vocational programmes that are intrinsically linked to the accrediting professional bodies. Students are encouraged and supported to understand the need for the recognition of these bodies and guided as to how to meet the professional membership requirements.

More generally, UCEM has a dedicated careers advisor to ensure students have appropriate access to careers education, information, advice and guidance.

### **Programme Specific support**

Each programme has a Programme Leader, as well as Module Leaders, Module Tutors and Academic Support Tutors to support the students throughout their time with the Programme.

The UCEM staff are accessible during normal UK working hours, during which they also monitor the 24/7 forums asynchronously and provide encouragement, assistance and necessary tutor and student feedback services.

Access to the UCEM e-Library is on a 24/7 basis and UCEM has a full-time librarian during normal UK working hours.