**Programme Specification**

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

**BSc (Hons) in Quantity Surveying Certificate in Quantity Surveying**

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| 1. **Awarding Institution/Body** | University of Kent |
| 2. **Teaching Institution** | University of Kent |
| 3. **School responsible for management of the programme** | Centre for Higher and Degree Apprenticeships |
| 4. **Teaching Site** | Medway, Canterbury, Employer |
| 5. **Mode of Delivery** | Part-time blended learning Work-Based Learning |
| 6. **Programme accredited by** | Royal Institute of Chartered Surveyors (RICS) accreditation pending |
| 7. **a) Final Award** | Certificate in Quantity Surveying, BSc (Hons) Quantity Surveying |
| 7. **b) Alternative Exit Awards** | BSc (non Hons) Quantity Surveying FdSc in Quantity Surveying Certificate in Quantity Surveying |
| 8. **Programme** | Quantity Surveying  Programme to underpin the following apprenticeships:   * Level 4 apprenticeship for ‘Construction Surveying Technician’; * Level 6, Degree apprenticeship for ‘Chartered Surveyor, Quantity Surveyor pathway’ |
| 9. **UCAS Code (or other code)** | N/A |
| 10. **Credits/ECTS Value** | 120 (60 ECTS) for Certificate  360 (180 ECTS) for BSc |
| 11. **Study Level** | Undergraduate |
| 12. **Relevant QAA subject benchmarking group(s)** | Land, Construction, Real Estate and Surveying (2016) |
| 13. **Date of creation/revision** | June 2018 |

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| 14. **Intended Start Date of Delivery of this Programme** | January 2019 |

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| 15. **Educational Aims of the Programme**  The programme aims to: |
| * Instill in students a sense of enthusiasm for learning which may lead to continuing professional development or pathways for lifelong learning. * Produce graduates equipped with the skills to play an enhanced role in the Construction Industry * Educate students in the theoretical, cultural (subject specific knowledge) and practical (application) aspects of the construction industry and quantity surveying profession, which relate to current and future employment needs. * Provide students with the skills to adapt and respond positively to new developments in the workplace. * Develop the critical, analytical, problem-based learning skills required by the students in the workplace. * Develop student’s competences in a broad range of areas relevant to their current and future employment. * Enhance and develop the student’s interpersonal skills. |

**16 Programme Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject benchmarking statement for Land, Construction, Real Estate and Surveying 2016(SB). For more information on the skills provided by individual modules and on the specific learning outcomes see the module mapping. The programme outcomes also relate to the Foundation Degree 2010 benchmark (FdSc). For more information on the skills provided by individual modules and on the specific learning outcomes see the module mapping.

## Programme Outcomes for all students,

## Certificate in Quantity Surveying

## A\*. Knowledge and Understanding of:

1. An introductory understanding of the history of construction and the impact that social, political, economic, cultural and environmental factors have on the contemporary construction industry (SB 3.24)
2. An awareness of the impact of construction on the environment and the ways in which people live their lives, and the measures that can be taken within the construction life cycle to reduce the negative impact of construction, locally, nationally and internationally (SB 3.24)
3. A basic understanding of the impact of microeconomics, macroeconomics and government policy on the construction industry (SB 3.27)
4. A foundation level understanding of professional principles and behaviours associated with quantity surveying, including ethical conduct, inclusivity in the design of construction, equality and diversity of opportunity, the management of health and safety and adherence to the legislative frameworks within which construction operates. (SB 3.25)
5. An awareness of the roles and responsibilities of Quantity Surveyors and other members of construction teams and a basic understanding of the professional bodies that set standards for construction (SB 3.27)
6. Initial understanding of the importance of quantity surveying within collaborative teams, and the skills required for teamworking, including: respect for colleagues and the ability to listen, negotiate, coordinate, take responsibility and where required lead, supported by continued professional development (SB 3.26)
7. Introductory project management skills, including an awareness of the risks, procedures for the assessment of the feasibility of projects, and introductory financial reporting and commercial strategy. A basic understanding of design and value engineering, an awareness of procurement practices, scheduling and programmes, and the importance of communications between stakeholders, contractors and the supply chain, (SB 3.27)
8. An introductory understanding of the properties and characteristics of materials, structural elements, technologies and mechanical and electrical engineering integrated within construction projects with an awareness of how to evaluate their fitness for purpose, and application within construction projects (SB3.27)
9. An outline awareness of the key stages of construction projects and basic grasp of professional measurement and estimating methodologies (SB 3.27)
10. Introductory understanding of procurement procedures, including procurement routes and contractual relationships. (SB 3.27)
11. A basic understanding of the laws that govern the operation of the construction industry, including employment law, contact law and negligence, (SB3.27)
12. An awareness of current trends and new developments within the construction industry including the development and use of new technologies and changes within the quantity surveying profession. (SB3.27)

## Skills and Other Attributes B\*. Intellectual Skills:

1. An ability to recognise and apply introductory subject-specific theoretical enquiry, contextual information, professional methodologies, concepts and principles. (SB 4.6,4.9)
2. Introductory level of skill required for research, synthesise, analyse, evaluation and a ability to use a range of material to explore a subject and formulate conclusions. (SB 4.6,4.9)
3. Ability to assess a range of potential solutions to problems, engage in comparative analysis and identify appropriate options. (SB 4.6,4.9)
4. An elementary ability to obtain and integrate quantitative and qualitative evidence and use this creatively and imaginatively to inform judgements. Construct simple arguments and draw reasoned conclusions. (SB 4.9)
5. The application of introductory subject knowledge in response to both familiar and unfamiliar problems, and a basic ability to tackle unpredictable contexts. (SB 4.9)
6. An emerging ability to consider and explore moral, ethical, equality and environmental sustainability issues and the concepts and contexts that inform professional codes of conduct. (SB 4.6)
7. Introductory skills required to inform strategic oversight and how these are deployed to plan and prioritise tasks. (SB 4.6)
8. Elementary analysis and evaluation of financial information, legal requirements and policy in order to make reasoned judgements and propose commercial solutions to problems. (SB 4.6, 4.9)
9. The ability to engage in informed speculation, to be curious about the impact of innovations and critically assess the implications of their use and development. (SB 4.6)
10. Begin to identify gaps in their professional and educational knowledge and consider how these may be addressed. (SB4.6)

## C\*. Subject-specific Skills:

1. Demonstrate awareness of the construction industry and the role of the quantity surveyor in shaping environments in which people live and life exists. (SB 4.4) (SB 4.5)
2. Have an awareness of the construction industry and how quantity surveyors work collectively with other professions. (SB 4.4)
3. Elementary understanding of the ethical and environmental concerns, including, the sustainable procurement practices and the management of scarce resources. Champion inclusivity, and equality and diversity within construction projects. (SB 4.4, 4.5)
4. Have a basic understanding of underlying principles of quantity surveying and how these are applied to work-based practices. (SB 4.4) (SB 4.5)
5. The ability to apply simple quantitative and qualitative processes to obtain information from 2d and 3d plans and survey locations, with an awareness of how these are transcribed into standardised forms of reporting. (SB 4.4)
6. A basic understanding of the dynamic nature of the construction industry and the impact that new technologies have on its practices. (SB 4.4)
7. An introductory ability to identify and respond to the risks associated with construction and quantity surveying, including, estimating, financial management, health and safety, legislation and procurement. (SB 4.4)
8. Begin to identify gaps in knowledge and develop self-development plans. (SB 4.4, 4.5)
9. A basic understanding of the importance of resources and how to manage their effectiveness and sustainability. (SB 4.4, 4.5)
10. Apply introductory financial management skills to construction projects (SB4.5)
11. Use an understanding of wider social, legal, political and economic contexts to assist in the planning and management of construction. (SB 4.4, 4.5)
12. Use evaluative and problem-solving skills to ensure the best value is achieved for all of construction industries stakeholders. (SB 4.5)
13. Apply introductory knowledge of resource management and practical awareness to reduce risks and manage construction. (SB4.5)

## D\*. Transferable Skills:

1. Engage in research obtained from a range of sources to inform enquiry and emerging professional practices. (SB 4.9)
2. Use basic analytical skills to access the validity of information, synthesis material and structure arguments. (SB 4.9) ( SB 4.11)
3. Employ a basic level of commercial and managerial skills within a study environment and the workplace. (SB 4.11)
4. Use elementary analytical and evaluative skills to investigate concepts and principles and their application in professional contexts. (SB 4.11)
5. Employ basic problem-solving skills and apply these in academic and work-based contexts. ( (SB4.12)
6. The ability to use basic mathematical calculation to access financial and commercial factors and situations. (SB.4.10)
7. Employ elementary comparative analysis to address problems, inform judgements and the selection of options. (SB 4.11)
8. Use observation skills and introductory subject knowledge to analyse environments, identify their materials, structures, components, function and aesthetics. (SB 4.10)
9. Demonstrate emerging responsibility for individual actions and team working skills (SB 4.15) (SB 4.14)
10. Use communication skills to inform others, negotiate and advise. (SB 4.12)
11. Use introductory analytical skills to investigate information with an awareness professional formats and reporting. (SB 4.12)
12. Apply basic digital literacy to a range of professional activities. (SB 4.13)

Programme outcomes for students progressing to level 5 and 6, BSc (Hons) Quantity Surveying

## Knowledge and Understanding of:

1. A broad-based understanding of the history of construction and the impact that social, political, economic, cultural and environmental factors have on the contemporary construction industry (SB 3.24)
2. A broad understanding and awareness of the impact of construction on the environment and the ways in which people live their lives, and the measures that can be taken within the construction life cycle to reduce the negative impact of construction, locally, nationally and internationally (SB 3.24)
3. The impact of microeconomics and macroeconomics on the construction industry alongside the impact of government policy (SB 3.27)
4. A firm foundation of professional principles and behaviours that include ethical conduct, inclusivity in the use and design of construction, equality and diversity of opportunity, the management of health and safety to protect the well-being of all the construction industries stakeholders, and adherence to the legislative frameworks within which construction operates. (SB 3.25)
5. The roles and responsibilities of quantity surveyors and other members of construction teams and the role of professional bodies that set standards for construction (SB 3.27)
6. Fundamental understanding of the importance of quantity surveying within collaborative teams, and the skills required for team working including the abilities and attributes to respect colleagues, listen, negotiate, coordinate, take responsibility and where required lead, supported by continued professional development (SB 3.26)
7. The management of construction, including the steps required to manage risk, including: the viability and feasibility, financial reporting and commercial strategy. Oversight of design and value engineering, procurement, scheduling and programmes, communications with and between stakeholders, contractors and the supply chain, insurances and health and safety (SB 3.27)
8. The properties and characteristics of materials, structural elements, technologies and mechanical and electrical engineering that are integrated within construction projects and the knowledge required to assess their fitness for purpose, research specifications and contribute to the design process. (SB3.27)
9. Key stages of construction projects and how to use professional measurement and estimating methodologies to inform project estimates, design economics, value engineering, project costing, financial planning and value cost analysis. (SB 3.27)
10. Procurement procedures, selecting and administrating procurement routes and contractual relationships. (SB 3.27)
11. Laws that inform the operation of the construction industry, including employment law, contact law, intellectual property rights, negligence, dispute resolution and Acts of Parliament. (SB3.27)
12. Current trends and new developments within the construction industry including the potential impact of Building Modelling Information and digital technologies on the structure of the industry and the professions within it. (SB3.27)

## Skills and Other Attributes

1. **Intellectual Skills:**
2. The ability to recognise and apply subject-specific theoretical enquiry, contextual information, professional methodologies, concepts and principles. (SB 4.6,4.9)
3. The ability to initiate and engage in in-depth research, synthesise, critically analyse, evaluate and summarise information from a range of disciplines and sources, draw conclusions and assess their validity, and make recommendations. (SB 4.6,4.9)
4. To assess a range of potential solutions to problems, engage in comparative analysis and critically consider the most appropriate option. (SB 4.6,4.9) (FdB Item 42)
5. The ability to obtain and integrate quantitative and qualitative evidence and use this creatively and imaginatively to make judgements, decisions, arguments and draw reasoned conclusions for work-based practice. (SB 4.9) (FdB Item 42)
6. The application of subject knowledge, understanding and skills to identify and respond to both familiar and unfamiliar problems, and manage complex and unpredictable contexts. (SB 4.9) (FdB Item 42)
7. The ability to recognise and address moral, ethical, equality and environmental sustainability issues and understand the concepts and contexts that inform professional codes of conduct. (SB 4.6)
8. An ability to develop and utilise effective strategic oversight and use this to plan and prioritise tasks. (SB 4.6)
9. Through the analysis and evaluation of financial information, legal requirements and policy make reasoned judgements and propose commercial solutions to problems. (SB 4.6, 4.9)
10. The ability to engage in informed speculation, to be curious about the impact of innovations and critically assess the implications of their use and development. (SB 4.6)
11. Identify gaps in professional and educational knowledge and understanding and plan to address them. (SB4.6)

## Subject-specific Skills:

1. Demonstrate awareness of the construction industry and the role of the quantity surveyor in shaping the quality of the local, national and global environments in which people live and life exists. (SB 4.4) (SB 4.5)
2. Understand the aims of the construction industry and how quantity surveyors work collectively with other professions. (SB 4.4)
3. Effectively engage with the ethical and environmental concerns, including, the conduct of clients, contractors and the conduct of contributors and the sustainable procurement and management of scarce resources. Ensure that inclusivity, equality and diversity, the public interest and environmental concerns are championed within construction projects. (SB 4.4, 4.5)
4. Understand the underlying principles and theoretical dimensions of quantity surveying and apply these to work-based experiences. (SB 4.4) (SB 4.5)
5. The ability to apply quantitative and qualitative methodologies to derive information from a variety of sources, including 2d and 3d plans and transcribe this into standardised forms of reporting. (SB 4.4)
6. Understanding of the dynamic nature of the construction industry and the impact of new technologies on its practices, structure and intellectual property. (SB 4.4)
7. The ability to identify and manage risk across a broad spectrum of construction and quantity surveying activities, including, financial management, health and safety, legal requirements, contractual arrangements and the assessment of viability, feasibility, procurement and cost value analysis. (SB 4.4)
8. Actively engage in self-development and promote that of others, assess innovations, identify gaps in knowledge, manage change and exploit opportunities that enhance the outcome of construction for all its stakeholders. (SB 4.4, 4.5)
9. Understand the importance of resources and their sustainability and apply the skills required to effectively manage their procurement, quality, application and valuation. (SB 4.4, 4.5)
10. Apply rigorous financial management to construction projects to ensure quality, budgetary control and value. (SB4.5)
11. Use an understanding of wider social, legal, political and economic contexts to assist in the planning and management of construction to secure value. (SB 4.4, 4.5)
12. Use advanced critical, evaluative and problem-solving skills to ensure the best value is achieved for all of construction industries stakeholders. (SB 4.5)
13. Apply theoretical ideas, strategic thinking and practical awareness to the management of risk and human resource management. (SB4.5)

## Transferable Skills:

1. Engage in in-depth research drawn from a range of sources and disciplines to inform enquiry and professional practice. (SB 4.9)
2. Be able to assess the synthesis validity of evidence and use this to structure coherent arguments. (SB 4.9) ( SB 4.11)
3. Employ commercial and managerial strategies within study and the workplace. (FdB Item 42) (SB 4.11)
4. Use analytical and evaluative strategies to investigate underlying concepts and principles and their application in a work-based context. (FdB Item 42) (SB 4.11)
5. Strategies to evaluate critically the appropriateness of different approaches to solving problems and apply these in a work-based context. (FdB Item 42) (SB4.12)
6. The ability to use mathematical calculation and analysis of numeric information in order to draw conclusions and make financial and commercial recommendations. (SB.4.10)
7. Employ comparative analysis to address problems, inform judgements and the selection of options. (SB 4.11)
8. Use observation, theoretical knowledge and concepts to analyse and evaluate environments, and identify their materials, structures, components, function and aesthetics. (SB 4.10)
9. Take responsibility for individual actions and plan the management of others. (FdB Item 42)( SB 4.15) (SB 4.14)
10. Use advanced communication skills to inform others, negotiate and advise. (SB 4.12)
11. Apply interpretative skills to analyse information and transcribe it into professional formats and reports. (SB 4.12)
12. Apply digital literacy to a range of professional activities and access innovations in the field. (SB 4.13)

## Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated

Teaching and learning

Acquisition of outcomes A\* and A 1-12 will be achieved primarily through the extensive use of part- time blended learning materials including: Theoretical content in the form of storyboards; video; links to related reading; and activities with feedback provided. The emphasis of the programme is to link the knowledge and learning to work-based learning and employment wherever possible.

Problem-solving scenarios will allow students to develop skills in applying knowledge from different parts of the programme and the workplace to complex situations. Students will be expected to gain experience of working as a part of a team in the workplace and to effectively utilise their skills and knowledge in this setting. The Project at level 6 provides an extended period of time to investigate an aspect of construction and quantity surveying in detail using the knowledge and skills acquired during the degree programme.

Whilst most material will be in the form of directed self-learning it is essential that the student has regular contact online and by telephone with the academic advisers. In addition it is critical that the supervisor in the workplace is able to provide regular contact and support for the student. This allows the opportunity for students to apply their knowledge and understanding in a work-based setting. It also allows for the development of information transfer and effective communication skills.

The programme allows students to develop enhanced problem solving skills as they progress to later stages. Feedback sessions provide the opportunity for discussion around the approaches to problem solving in specific areas.

A summer school with preparatory and reflective work and tasks is held for one week in both the first and second stages of the programme. The summer school provides group working opportunities matched to ‘hands on’ practical skills and theoretical knowledge.

Transferable skills are incorporated within modules, commencing in stage one of the programme and incrementally through the programme. Students learn by doing with an emphasis on work-based experiences. There are many opportunities for problem solving, the presentation of ideas that enhance communication skills .

Assessment

Formative assessment include: multiple choice question (MCQ) assessments; reports; portfolio; short essays; analysis of case studies; and presentations. Progress and attainment of learning outcomes will be determined by a variety of summative assessments including: examinations, some as MCQs; reports; essays; portfolio; case studies; and presentations.

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| For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Foundation Degree or BSc non-honours awards relating to this programme of study, see the module mapping table, located at the end of this specification. |

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| **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards**  **Flexible entry points**  The Certificate and BSc (Hons) awards have flexible start points – these are in September, January and June/July.  Certificate in Quantity Surveying  The programme has one stage, comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all teaching and assessment, and all private study and work-based learning). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-> framework/creditinfo.html  One 15 credit module will be delivered as a Summer School. This will involve preparatory work, a one-week residential studies event at the University and reflective report. Summer Schools occur at a fixed point in the year providing students with valuable opportunities to meet each other, study together and have face to face contact with their tutors.  Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-> framework/creditinfoannex2.html. To be eligible for the award of a Certificate students must obtain 120 credits, at Level 4 or above.  BSc (Hons) in Quantity Surveying  This programme is studied over four and a half years in blended learning (primarily distance/e- learning) mode.  The programme is divided into three stages, each stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all teaching and assessment, and all private study, research and work-based learning). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>  One 15 credit module will be delivered as a Summer School in stages one and two of the course. This will involve preparatory work prior to a one-week long residential studies event at the University and post the events, tutorial support for the preparation of a reflective learning report. The Summer School occurs at a fixed point in the stage, affording students valuable opportunities to meet each other, study together and have face to face contact with their tutors.  Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at [http://www.kent.ac.uk/teaching/qa/credit-](http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html) [framework/creditinfoannex2.html](http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html).  Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate in Quantity Surveying.  Students successfully completing Stages 1 and 2 of the programme, and meeting credit framework requirements, who do not successfully complete Stage 3 will be eligible for the award of the FdSc in Quantity Surveying.  Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BSc non-honours degree.  To be eligible for the award of an honours degree students must obtain 360 credits, at least 210 of which must be at For further information refer to the Credit Framework at [https://www.kent.ac.uk/teaching/qa/credit-](https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#exit-awards) [framework/creditinfo.html#exit-awards](https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#exit-awards).  Certificate  This programme is studied over one and a half years in blended learning (primarily distance/e- learning) mode.  The programme is a delievered in a single stage, comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all teaching and assessment, and all private study and research and work-based learning). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>  There will be a 15 credit module delivered as a week long, face-to-face summer school. This will take place at a fixed point in the year.  Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at [http://www.kent.ac.uk/teaching/qa/credit-](http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html) [framework/creditinfoannex2.html](http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html).  BSc (Hons) and Certificate  Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules.  Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.  Where a student fails a module(s),but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and the apprenticeship and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework.  Students that fail modules will not be offered the opportunity to trail modules, but according the the university credit framework retrieval opportunities may be made available subject to the discretion of Progression and Examination Boards  Level 5 or above, including at least 90 credits at level 6 or above at Stage 3. |

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| University Partnership with EKC College  The programme of study is wholly owned by the University of Kent, however, where expertise and resources that can enhance the design and delivery of the programme are located within a partner institution these may be drawn upon to design and deliver aspects of the curriculum. |

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| **KV Code** | **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Stage 1 BSc (first 18 months) and Certificate** | | | | | |
| **Compulsory Modules** | | | | | |
| QUSU4004 |  | Introduction to Construction Industry | 4 | 15 | 1,2,3 |
| QUSU4000 |  | Construction Technology and Processes | 4 | 15 | 1,2,3 |
| QUSU4005 |  | Introduction to Measurement (summer school) | 4 | 15 | 1,2,3 |
| QUSU4003 |  | Introduction to Financial Management | 4 | 15 | 1,2,3 |
| QUSU4001 |  | Cost Estimating and Budgeting | 4 | 15 | 1,2,3 |
| QUSU4006 |  | Procurement and Tendering | 4 | 15 | 1,2,3 |
| QUSU4002 |  | Health and Safety in Construction | 4 | 15 | 1,2,3 |
| QUSU4007 |  | Introduction to Construction Law and Legislation | 4 | 15 | 1,2,3 |
| **Stage 2 (month 19 – month 36)** | | | | | |
| **Compulsory Modules** | | | | | |
| QUSU5003 |  | Construction Professional Practice, Ethics and Health & Safety (summer school) | 5 | 15 | 1,2,3 |
| QUSU5007 |  | Sustainable and Environmental Construction | 5 | 15 | 1,2,3 |
| QUSU5000 |  | Advanced Technology, Structure and Materials | 5 | 15 | 1,2,3 |
| QUSU5005 |  | Estimating, Measurement and Costing | 5 | 15 | 1,2,3 |
| QUSU5004 |  | Design Economics | 5 | 15 | 1,2,3 |
| QUSU5006 |  | Procurement | 5 | 15 | 1,2,3 |
| QUSU5002 |  | Construction Contracts | 5 | 15 | 1,2,3 |
| QUSU5001 |  | Commercial Management | 5 | 15 | 1,2,3 |
| **Stage 3 (final 18 months)** | | | | | |
| **Compulsory Modules** | | | | | |
| QUSU6007 |  | Project Management | 6 | 15 | 1,2,3 |
| QUSU6001 |  | Construction: Extended Research Project | 6 | 45 | 1,2,3 |
| QUSU6003 |  | Dispute Management, Practice and Legislation | 6 | 15 | 1,2,3 |
| QUSU6009 |  | Quantity Surveying in Practice | 6 | 15 | 1,2,3 |
| **Optional Modules**, Students select two 15 credit modules | | | | | |
| QUSU6004 |  | Human Resource and Organisational Behaviour in Construction | 6 | 15 | 1,2,3 |
| QUSU6002 |  | Digital Technologies in Quantity Surveying | 6 | 15 | 1,2,3 |
| QUSU6000 |  | Quantity Surveying: Client vs. Contractor Perspective | 6 | 15 | 1,2,3 |
| QUSU6009 |  | Visual Representation in Construction | 6 | 15 | 1,2,3 |
| QUSU6006 |  | Planning, Permissions and Procedures | 6 | 15 | 1,2,3 |
| QUSU6005 |  | Internationalisation and Collaboration in Quantity Surveying | 6 | 15 | 1,2,3 |

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| **18 Work-Based Learning** |

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| Disability Statement: Where disabled students are due to undertake this programme of study as part of their apprenticeship, the Employers must make reasonable adjustments to make sure the apprentices aren’t substantially disadvantaged when doing their apprenticeship, in line with legal requirements. |
| Where relevant to the programme of study, the University will provide details of any work-based learning element, inclusive of employer details, delivery, assessment and support for students. |
| This programme is intended for delivery as part of an apprenticeship. This means that students will be employed full-time. 20% of students’ time will be spent studying for their Kent award as part of their ‘off-the-job’ training, with the remainder of their time spent in the workplace, where they will be given ‘on-the-job’ training to develop the full range of knowledge, skills and behaviours, as outlined in the apprenticeship standard.  The character of this BSc (Hons) degree is based on the integration of employer involvement together with flexible delivery, having work-based learning at the core of the programme. Work- based activities are embedded in the part-time blended learning materials used to deliver the knowledge. The programme also has a significant work-based project which will ideally provide business improvement(s) for the relevant company. |

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| **19 Support for Students and their Learning** |
| * Centre for Higher and Degree Apprenticeships (CHDA) <http://www.kent.ac.uk/apprenticeships> CHDA offers a range of support for students studying programmes as part of an apprenticeship. This includes an induction, as well as regular workplace reviews. * Centre induction programme * Programme/module handbooks * Library services <http://www.kent.ac.uk/library/> * Student Support <http://www.kent.ac.uk/studentsupport/> * Student Wellbeing [www.kent.ac.uk/studentwellbeing/](http://www.kent.ac.uk/studentwellbeing/) * Centre for English and World Languages <http://www.kent.ac.uk/cewl/index.html> * Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html> * Pastoral Academic Support System (PASS) <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html> * Academic Adviser system <https://www.kent.ac.uk/teaching/advisers/index.html> * Kent Union [www.kentunion.co.uk/](http://www.kentunion.co.uk/) * Careers and Employability Services [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/) * Counselling Service https://[www.kent.ac.uk/studentwellbeing/counselling/](http://www.kent.ac.uk/studentwellbeing/counselling/) * Information Services (computing and library services) [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/) * Undergraduate student representation at School, Faculty and Institutional levels * International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office<https://www.kent.ac.uk/global/partnerships/> * Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html> |

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| **20 Entry Profile**  The minimum age to study a degree programme at the University is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit. |
| 20.1 **Entry Route** |
| For current information, please refer to the University prospectus |
| Entry requirements.  All applicants need to be in employment with a company or organisation that is working in partnership with the University to deliver the apprenticeship award.  Apprenticeships can be offered to up-skill the existing workforce, therefore if you are an applicant without the traditional qualifications listed below; and have prior learning and skills developed from your workplace, please contact the university who will consider applicants on a case by case basis.  Home/EU students  The University will consider applications from students with a wide range of qualifications. Typical requirements are listed below. Students offering alternative qualifications should contact us for further advice.  A level  80 points including a pass at GCE A level in Maths and English.  GCSE  Five GCSE passes, including English, Mathematics and a Science at grade C or above (or equivalent), and a pass at English and Maths at Level 3.  Access to HE Diploma  A satisfactory pass in an approved construction Based Foundation or Access programme. Please check with the University beforehand that we will accept the Access/Foundation syllabus you took.  BTEC Level 3 Extended Diploma (formerly BTEC National Diploma)  BTEC National Certificate in construction (merit level) including Level 3 English and Maths qualification.  International Baccalaureate  26/30 points (12/14 at Higher). The course studied must contain a significant content of maths and English at the required level. Please check with the University beforehand that you have studied sufficient Science at the required level.  Level 4 Apprenticeship in construction surveying technician would make entrants eligible for direct entry into stage two. |
| 20.2 **What does this programme have to offer?** |
| * This programme is unique and innovative in its structure. It has been developed with employer input in response to industry needs nationally. * It will provide students with the opportunity to further develop their skills and knowledge that will enable them to assume responsibility within organisations. * It will provide the student with the qualities and transferable skills to allow them to be highly effective in their workplace. * The programme will develop student skills to critically analyse complex information and propose solutions to problems in a work context. * This programme is offered as part of an apprenticeship, meaning students will be employed, receiving both on- and off- the job training, regular workplace reviews, have a workplace mentor   and develop the full range of knowledge, skills and behaviours, as outlined in the corresponding programme specification. |
| 20.3 **Personal Profile** |
| * You will be employed in a sector of the construction industry and / or quantity surveying. * You may either be a new employee with the need to develop knowledge and sector skills; or you may be re-skilling in your workplace; or you may be enhancing your skills and knowledge with a view to career enhancement. * You will have a suitable level of numeracy and communication skills and a willingness to develop these further on the programme. * You should have a willingness to develop the skills to critically analyse work-based problems and effectively propose and communicate solutions. |

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| 21 **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| 21.1 **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student module evaluations * Annual programme and module monitoring reports <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html> * External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html> * Periodic programme review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html> * Annual staff appraisal * Peer observation of virtual delivery via online fora * Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html> * QAA Higher Education Review [http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher- education-review/Pages/default.aspx](http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx) * Feedback from employer supervisors, including at regular workplace reviews * Feedback from employers, including feedback provided at regular workplace reviews and via national apprenticeship employer survey |
| 21.2 **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff-Student Liaison Committee – face to face, support provided to attend * Centre Education Committee * Faculty Education Committee * Faculty Board * Education Board * Board of Examiners |
| 21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student module evaluations * Staff-Student Liaison Committee (financial support is provided to student reps travelling to attend events) * Student rep system (School, Faculty and Institutional level) * NSS * Employer feedback. |
| 21.4 **Staff Development priorities include:** |
| * PGCHE requirements * HEA (associate) fellowship membership * Annual appraisals * Institutional Level Staff Development Programme * Academic Practice Provision (PGCHE, other development opportunities) * Professional body membership and requirements * Programme team meetings * Research seminars * Conferences * Study leave * Equality, Diversity and Inclusivity (EDI) awareness * Attendance at employer/industry conferences. |

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| 22 **Indicators of Quality and Standards** |
| * Periodic programme review * QAA Higher Education Review 2015 * Annual External Examiner reports * Annual programme and module monitoring reports * Employer feedback. |
| 22.1 **The following reference points were used in creating these specifications:** |
| * QAA UK Quality Code for Higher Education <http://www.qaa.ac.uk/assuring-standards-and-> quality * QAA Benchmarking statement for Land, Construction, Real Estate and Surveying * School and Faculty plan * University Plan <https://www.kent.ac.uk/about/plan/>and Learning and Teaching Strategies https://[www.kent.ac.uk/uelt/strategies/lta.html](http://www.kent.ac.uk/uelt/strategies/lta.html) * Staff research activities * Kent Inclusive Practices ([https://www.kent.ac.uk/studentsupport/accessibility/inclusive- practice.html](https://www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html)) |

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| 23 **Inclusive Programme Design** |
| The School recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies, support services and employers. |

*Template last updated November 2017*

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|  | **Level 4** | | | | | | | |  | **Level 5** | | | | |  |  |  |
|  | The Construction Industry | Construction Technology and | Introduction to Measurement | Introduction to Financial | Construction: Cost Estimating | Procurement and Tendering | Construction: Health and Safety | Introduction to Law and |  | Professional Practice: Ethics | Sustainable and Environmental | Advanced Technology, | Estimating, Measurement | Design Economics | Construction Contracts | Commercial Management | Procurement |
| \*A1 | x | x |  |  |  | x |  |  | A1 |  | x | x |  | x |  |  |  |
| \*A2 | x |  |  |  |  | x | x |  | A2 |  | x | x |  | x |  | x | x |
| \*A3 |  |  |  |  |  | x |  |  | A3 |  |  |  |  | x |  | x | x |
| \*A4 |  | x |  |  |  | x | x | x | A4 | x | x |  | x | x | x | x | x |
| \*A5 | x |  | x | x | x | x | x |  | A5 | x | x |  |  |  | x | x | x |
| \*A6 | x |  | x |  |  | x | x |  | A6 | x |  |  | x |  |  | x | x |
| \*A7 |  |  | x | x | x |  | x |  | A7 | x |  | x | x | x | x | x |  |
| \*A8 | x | x | x |  |  |  | x |  | A8 |  |  | x | x | x |  |  |  |
| \*A9 |  |  |  | x | x |  | x |  | A9 |  |  | x | x | x |  | x | x |
| \*A10 |  |  |  |  |  | x |  |  | A10 |  |  | x |  |  | x | x | x |
| \*A11 |  |  |  |  |  | x | x | x | A11 |  | x |  |  |  | x |  | x |
| \*A12 |  |  |  |  |  | x | x |  | A12 |  |  | x |  |  | x |  |  |
|  |  | | | | | | | | | | | | | |  |  |  |
| \*B1 | x | x | x | x | x | x |  |  | B1 | x | x | x | x | x | x | x | x |
| \*B2 | x | x |  |  |  | x | x | x | B2 | x | x | x | x | x | x | x | x |
| \*B3 |  | x |  |  | x | x |  | x | B3 | x | x |  | x | x | x | x | x |
| \*B4 |  |  | x |  | x | x |  |  | B4 | x |  |  |  |  | x |  | x |
| \*B5 |  |  | x | x | x | x | x |  | B5 | x | x | x | x | x | x | x | x |
| \*B6 | x | x |  |  |  | x |  | x | B6 |  | x | x |  | x |  |  | x |
| \*B7 |  |  |  |  | x | x | x |  | B7 | x | x |  | x |  |  | x | x |
| \*B8 |  |  |  | x |  | x |  |  | B8 |  |  |  | x |  |  | x | x |
| \*B9 |  | x |  |  |  |  |  |  | B9 |  |  | x |  |  | x |  |  |
| \*B10 |  |  |  |  |  |  | x |  | B10 | x |  |  |  |  |  |  |  |
|  |  | | | | | | | | | | | | | |  |  |  |
| \*C1 | x | x |  |  | x | x |  |  | C1 |  | x | x | x | x |  |  | x |
| \*C2 | x | x |  | x | x | x |  |  | C2 |  |  |  |  |  |  |  | x |
| \*C3 | x |  |  |  |  | x | x | x | C3 | x |  | x |  | x |  |  | x |
| \*C4 |  | x | x |  | x | x |  |  | C4 | x |  | x | x | x | x | x | x |
| \*C5 |  | x |  |  |  | x |  |  | C5 |  |  |  | x |  |  |  | x |
| \*C6 |  |  |  | x |  |  |  |  | C6 |  |  |  |  | x | x |  |  |
| \*C7 |  |  |  |  | x | x | x |  | C7 | x |  | x | x | x | x | x | x |
| \*C8 |  | x |  |  |  |  | x |  | C8 |  |  |  |  |  | x |  |  |
| \*C9 |  |  |  |  | x | x |  |  | C9 |  | x | x |  | x |  |  | x |
| \*C10 |  |  |  |  |  | x |  |  | C10 |  |  |  | x |  |  | x | x |
| \*C11 |  |  |  |  |  | x | x | x | C11 |  | x |  |  | x | x | x | x |
| \*C12 |  |  |  | x | x |  |  |  | C12 |  | x | x |  |  |  | x | x |
| \*C13 |  |  |  |  |  | x | x |  | C13 | x |  |  | x |  |  |  | x |
|  |  | | | | | | | | | | | | | |  |  |  |
| \*D1 | x | x |  |  |  |  | x | x | D1 | x | x | x | x | x | x | x | x |
| \*D2 | x | x | x |  | x | x | x | x | D2 | x | x | x | x | x | x | x | x |
| \*D3 |  |  |  |  |  | x |  |  | D3 |  |  |  |  | x | x | x | x |
| \*D4 |  | x | x | x |  | x | x |  | D4 | x | x | x |  | x | x | x | x |
| \*D5 |  |  |  |  |  | x |  |  | D5 |  | x |  | x |  |  | x | x |
| \*D6 |  | x | x | x | x | x |  |  | D6 |  |  |  | x |  |  | x | x |
| \*D7 |  | x |  |  | x | x |  |  | D7 |  | x |  |  | x |  | x | x |
| \*D8 | x |  |  |  |  |  | x |  | D8 |  |  | x |  |  |  |  |  |
| \*D9 | X |  |  |  |  |  | X |  | D9 |  |  |  |  |  |  | x | x |
| \*D10 |  |  |  |  |  | x | x |  | D10 | x |  |  |  | x |  |  | x |
| \*D11 |  |  | x | x | x | x |  | x | D11 |  |  |  | x |  | x |  | x |
| \*D12 | x |  | x | x |  |  |  |  | D12 | x | x |  |  | x |  |  | x |

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|  | |  | | **Level 6** | | | | | | | | | | | | |  |  |
|  | | Project Manageme | | Extended Researc | | Dispute Management | Quantity Surveying in | OPTIONS | Human Resource and Organisational | Construction: Digital | Client Side vs. Contractor Side |  | Construction: Visual | Planning, Permissions and | Internationalisation and Collaboration |  |  |  |
| A1 | | x | | x | | x | x |  |  |  |  |  | x | x | x |  |  |  |
| A2 | | x | | x | | x | x |  |  |  | x |  | x | x |  |  |  |  |
| A3 | |  | | x | | x | x |  |  | x |  |  |  | x | x |  |  |  |
| A4 | | x | | x | | x | x |  | x |  | x |  |  |  | x |  |  |  |
| A5 | | x | | x | |  | x |  |  |  | x |  | x | x | x |  |  |  |
| A6 | | x | | x | |  | x |  | x | x | x |  | x | x | x |  |  |  |
| A7 | | x | | x | |  | x |  |  | x | x |  | x | x | x |  |  |  |
| A8 | | x | | x | |  | x |  |  |  |  |  | x | x | x |  |  |  |
| A9 | |  | | x | |  | x |  |  |  | x |  |  | x |  |  |  |  |
| A10 | | x | | x | | x | x |  |  | x | x |  |  |  | x |  |  |  |
| A11 | | x | | x | | x | x |  | x |  | x |  |  | x | x |  |  |  |
| A12 | |  | | x | |  | x |  | x | x |  |  | x | x |  |  |  |  |
|  |  | |  | |  | | | | | | | | | | | | | |
| B1 | | x | | x | | x | x |  | x | x | x |  |  | x | x |  |  |  |
| B2 | | x | | x | | x | x |  | x | x | x |  | x | x | x |  |  |  |
| B3 | | x | | x | | x | x |  | x |  |  |  | x | x |  |  |  |  |
| B4 | |  | | x | |  | x |  |  | x |  |  |  | x |  |  |  |  |
| B5 | | x | | x | | x | x |  |  | x | x |  | x | x | x |  |  |  |
| B6 | | x | | x | |  | x |  | x |  | x |  | x | x |  |  |  |  |
| B7 | | x | | x | | x | x |  |  |  | x |  |  | x | x |  |  |  |
| B8 | |  | | x | |  | x |  |  |  | x |  |  |  | x |  |  |  |
| B9 | | x | | x | |  | x |  |  | x |  |  | x |  |  |  |  |  |
| B10 | | x | | x | |  | x |  | x | x |  |  |  |  |  |  |  |  |
|  |  | |  | |  | | | | | | | | | | | | | |
| C1 | | x | | x | | x | x |  |  |  |  |  | x | x | x |  |  |  |
| C2 | | x | | x | | x | x |  |  | x | x |  | x | x | x |  |  |  |
| C3 | | x | | x | | x | x |  | x | x | x |  | x | x | x |  |  |  |
| C4 | | x | | x | | x | x |  |  | x |  |  |  |  | x |  |  |  |
| C5 | |  | | x | |  | x |  |  | x |  |  |  |  |  |  |  |  |
| C6 | |  | | x | |  | x |  |  | x |  |  |  |  |  |  |  |  |
| C7 | | x | | x | | x | x |  | x | x | x |  |  | x | x |  |  |  |
| C8 | | x | | x | | x | x |  | x | x |  |  |  | x | x |  |  |  |
| C9 | | x | | x | |  | x |  |  |  |  |  |  | x |  |  |  |  |
| C10 | |  | | x | |  | x |  |  |  | x |  |  |  |  |  |  |  |
| C11 | | x | | x | | x | x |  | x | x | x |  | x | x | x |  |  |  |
| C12 | | x | | x | |  | x |  |  | x |  |  |  | x | x |  |  |  |
| C13 | | x | | x | | x | x |  |  |  |  |  |  | x | x |  |  |  |
|  |  | |  | |  | | | | | | | | | | | | | |
| D1 | | x | | x | | x | x |  | x | x | x |  | x | x | x |  |  |  |
| D2 | | x | | x | | x | x |  | x | x | x |  | x | x | x |  |  |  |
| D3 | | x | | x | | x | x |  |  |  | x |  |  |  | x |  |  |  |
| D4 | | x | | x | | x | x |  | x |  | x |  | x | x | x |  |  |  |
| D5 | | x | | x | | x | x |  | x | x |  |  | x |  | x |  |  |  |
| D6 | |  | | x | |  | x |  |  |  |  |  |  |  |  |  |  |  |
| D7 | | x | | x | |  | x |  |  |  | x |  | x | x | x |  |  |  |
| D8 | | x | | x | |  | x |  |  | x |  |  | x | x |  |  |  |  |
| D9 | | x | | x | |  | x |  | x |  |  |  |  |  | x |  |  |  |
| D10 | |  | | x | | x | x |  |  | x |  |  | x | x | x |  |  |  |
| D11 | |  | | x | |  | x |  |  | x |  |  | x |  |  |  |  |  |
| D12 | | x | | x | | x | x |  |  | x |  |  | x |  |  |  |  |  |