

Reference points:	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements (Surveying 2019) PSRB Office for Students (OfS) Guidance Competitions and Markets Authority SEEC Level Descriptors 2021
B. Course Aims and Features		
Distinctive features of course	<p>This course is aimed at students who wish to obtain an undergraduate degree in surveying accredited by the Chartered Institute of Building. It focuses on the core skills that are needed to become a building surveyor.</p> <p>The course modules are measured by examination and assessments, and are constantly reviewed to meet any changes that may be required to meet the industries needs for graduate surveyors in terms of: sustainability, environmental/energy appraisal of buildings, legislative changes in terms of building regulation matters, fire safety in buildings, contract administration and procurement.</p>	
Course Aims	<p>BSc (Hons) Quantity Surveying aims to:</p> <ol style="list-style-type: none"> 1. Produce graduates who are equipped to take up responsible professional employment as surveyors and managers in the construction and property industries. 2. Maintain recognition and accreditation by the Chartered Institute of Building. 3. Develop the intellectual and practical skills of the student to enable the collection, analysis, interpretation and understanding of information related to land and buildings. 4. Produce graduates who will take a holistic and imaginative perspective on problems. 5. Engender in students a willingness to embrace change, to be flexible and to think laterally. 6. Foster in students a reflective approach towards their studies of British construction and real estate by affording them an opportunity for comparative international studies. 7. Produce graduates equipped to play leading roles in multidisciplinary teams within the real estate and construction sectors. 8. Prepare students for employment in leading surveying, property and construction organisations. 	
Course Learning Outcomes	<p>a) Students will have knowledge and understanding of:</p> <p>A1 The essential concepts, principles and theories of disciplines that contribute to the study of real estate and construction, i.e.:</p> <ul style="list-style-type: none"> • Law – the legal system, torts, contract, land law, construction law and environmental law • Technology in the widest sense but in particular ICT, building design and technology 	

	<ul style="list-style-type: none"> • Economics set in the contemporary social and political context and providing a basis for subsequent financial studies • Business management including finance and accounts, project management • Land use and environmental aspects. <p>A2 The political, economic and social contexts, and historic and international perspectives:</p> <ul style="list-style-type: none"> • Within which land and property are planned, evaluated, developed, maintained and managed • In relation to the function and management of organisations • Risk and uncertainty in relation to decisions affecting real estate and construction. <p>A3 Demonstrate a deeper understanding of concepts and knowledge in one area of surveying studied for the award as a structured course of modules in the following specialist areas:</p> <ul style="list-style-type: none"> • Building surveying • Real estate (valuation)/commercial and residential property • Construction/QS • The professional and ethical responsibilities of surveyors. <p>b) Students will develop their intellectual skills such that they are able to:</p> <p>B1 Assemble information and data from a variety of sources (and disciplines) and discern and establish connections.</p> <p>B2 Synthesise and evaluate primary and/or secondary data.</p> <p>B3 Critically analyse literature on real estate, construction and related areas.</p> <p>B4 Identify and analyse an issue/problem and evaluate pertinent evidence.</p> <p>B5 Plan, conduct and report on an individual research course.</p> <p>B6 Take a holistic approach to solving problems, applying professional judgements to balance risks, costs, benefits, safety, aesthetics and environmental impact.</p> <p>B7 Reflect on experience and transfer knowledge and skills from one context to another.</p> <p>B8 Evaluate the potential effects of changes in ICT on working practices.</p> <p>c) Students will acquire and develop practical skills such that they are able to:</p> <p>C1 Select and apply appropriate computational techniques and/or software packages relevant to real estate and construction and to specialisms within this sector.</p> <p>C2 Design, use and analyse employing resources and study methods.</p> <p>C3 Interpret qualitative and quantitative data.</p>
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	<p>C4 Demonstrate awareness of the significance of scale and measurement as applied to sites and buildings.</p> <p>C5 Use and interpret maps, plans and drawings.</p> <p>D) Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1 Communicate effectively by oral, written and visual means.</p> <p>D2 Apply statistical and numerical skills.</p> <p>D3 Use information and communication technology.</p> <p>D4 Work effectively as a member of a team.</p> <p>D5 Manage time.</p> <p>D6 Learn independently with a spirit of critical enquiry.</p>
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C. Teaching and Learning Strategy

Acquisition of A1 and A2 are through a combination of lectures, seminars, tutorials and practical classes, coursework and project work at Levels 4 to 6. Awareness of A3 is introduced in lectures and seminars and developed through coursework assignments and project work at Levels 4 to 6.

Throughout the course, students have module guides relevant to each module studied, giving additional reading material that students are encouraged to use for private study to consolidate the formal learning process and both broaden and deepen their knowledge and understanding in the subject area. All students are encouraged to become student members of the Royal Institution of Chartered Surveyors, use its library and resources, and attend meetings.

Intellectual skills are developed through the teaching and learning course outlined above. B1, B2 and B3 are acquired and developed through a combination of class exercises, seminars, coursework and project work assignments at Levels 4 to 6. B4 is acquired and developed through individual and group assignments and projects at Levels 4 to 6. B5 is particularly acquired through the conduct of the Dissertation at Level 6. Coursework assignments throughout the course prepare students for this. B6, B7 and B8 are acquired progressively through Levels 5 and 6, principally through the assignments and project work associated with the modules forming the structured course in each specialist area at these levels.

Practical skills are developed through the teaching and learning course outlined above. C1 is introduced at Level 4 (Supporting Studies) and subsequently extended in lectures and developed in its use and application through problem-solving exercises, coursework assignments and projects at Levels 5 and 6. C2 is introduced at Level 4, (Supporting Studies) and subsequently extended in lectures and developed in its use and application through problem solving exercises, coursework assignments and projects at Levels 5 and 6. C3 to C5 are introduced at Level 4 and reinforced and developed throughout the course, and applied to specific surveying contexts through the assignments and project work associated with the module forming the structured programme in each specialist area at Levels 5 and 6.

D1 is assessed by activities including seminar presentations and project presentations to 'clients' (oral), reports and essays (written), and elements in written and oral presentations and projects (visual). The basis of D2 is assessed by coursework, time-constrained tests and examination at Level 4 (Supporting Studies and Legal and Economic Context in Built Environment) and applications assessed at Levels 5 and 6 principally through coursework. D3 is assessed through its application by students to analysis and presentation of material incorporated into coursework and project reports. D4 is assessed through student participation in group activities and project work. D5 is assessed by mid-semester, time-contained tests of a variety of forms, examinations, time-constrained oral presentations, and generally

through the requirement to submit coursework to a deadline. D6 is assessed by coursework assignments and examinations.

D. Assessment

Testing of the knowledge base is through a combination of unseen written examinations, student-led seminars, written and analytical exercises, and individual and group projects. Opportunity is taken at all levels to use assessment to support the development of the student.

B1 to B4 and B6 to B8 are principally assessed through time-constrained mid-semester tests, seminar presentations, problem-solving exercises, coursework assignments and projects. The development of B5 is assessed through essay-based assignments particularly at Levels 5 and 6. It is specifically assessed through the Dissertation (representing two credits) at Level 6.

Practical skills are assessment through coursework exercises, project reports and presentations.

D1 is assessed by activities including seminar presentations and project presentations to 'clients' (oral), reports and essays (written), and elements in written and oral presentations and projects (visual). The basis of D2 is assessed by coursework, time-constrained tests and examination at Level 4 (Supporting Studies and Legal and Economic Context in Built Environment) and applications assessed at Levels 5 and 6 principally through coursework. D3 is assessed through its application by students to analysis and presentation of material incorporated into coursework and project reports. D4 is assessed through student participation in group activities and project work. D5 is assessed by mid-semester, time-contained tests of a variety of forms, examinations, time-constrained oral presentations, and generally through the requirement to submit coursework to a deadline. D6 is assessed by coursework assignments and examinations.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

<https://www.lsbu.ac.uk/about-us/policies-regulations-procedures>

F. Entry Requirements

In order to be considered for entry to the course applicants must score a minimum of 280 UCAS points based on any combination of the following qualifications:

1. A-levels/AS-levels/Vocational A-levels – 280 UCAS tariff points
2. BTEC National Certificate/Diploma (DMM) – All Merits at Level NIII or N/H
3. Scottish Highers – BBC
4. Irish Leaving Certificate – BBC (at higher Honours level)
5. International Baccalaureate – 24 points
6. European Baccalaureate – 6.0 points
7. Accredited Foundation Degree – a pass in eight modules (240 UCAS tariff points)
8. BTEC HNC/D – a pass in all modules (240 UCAS tariff points).

Advanced Year 2 full-time entry and Year 3 par- time entry:

1. Cognate Accredited Foundation Degree with over 65% result
2. Cognate BTEC HNC/D – all merits assessed at H2 level.

G. Course structure(s)

Course overview

Students study 18 taught modules plus dissertation, with six modules at each level of study (Levels 4, 5 and 6). The course is delivered on a semester pattern, each semester being 15 weeks in duration. Each module of study is a self-contained part of the course and carries a single credit value (20 CAT).

There are several modes or combination of modes of study:

- Three years, full-time, taught over six semesters, three modules per semester.
- Four years, sandwich, with a period of industrial training of not less than 36 weeks of supervised work experience interposed between Levels 5 and 6.
- Five years, part-time, taught one day per week over ten semesters with one or two modules being taught in each semester.

There are direct entry points at Year 2 on the full-time course and Year 3 or 4 on the part-time course for holders of cognate HNC or HNDs. Students may transfer between modes of study during the course.

Quantity Surveying – Full time

	Semester 1		Semester 2	
Level 4	Construction Tech & Materials	20	Construction Tech. & Structures	20
	Building Services & Enviro. Science	20	Building Services & Enviro. Science	20
	Construction Practice A	20	Construction Practice A	20
	Legal & Economic Context	20	Legal & Economic Context	20
			Building Survey & Inspection	20
Level 5	Construction Contract Law (Compulsory)	20	Advanced Measurement	20
	Project Appraisal and Cost Control (Compulsory)	20	Cost Planning & Tender Process	20
	Building Economics	20		
	Measurement 1 and Documentation	20		

Level 6	Contract Practice and Administration	20	European Construction Property	20
	Research Paper	20	Project Management	20
	Management of Firm	20	Quantity Surveying Project	20

Quantity Surveying – **Part time**

		Semester 1		Semester 2	
Year 1	Construction Tech, & Materials	20	Construction Tech, & Materials	20	
	Construction Practice A	20	Construction Practice A	20	
	Legal & Economic Context	20	Legal & Economic Context	20	
Year 2	Building Services & Enviro. Science	20	Building Survey & Inspection	20	
	Construction Tech, & Structures	20	Building Services & Enviro. Science	20	
			Construction Technology & Structures	20	
Year 3	Project Appraisal & Cost Control	20	Measurement 1 & Documentation	20	
	Construction Contract Law	20	Cost Planning & Tender Process	20	
Year 4	Building Economics	20	Advanced Measurement	20	
	Contract Practice & Administration	20	European Construction Property	20	
Year 5	Management of the Firm	20	Project Management	20	
	Research Paper	20	Quantity Surveying Project	20	

Placement information

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
EBB-4-020	Construction, Technology and Materials 1	4	S1	20	Individual Report +drawings and exam

EBB-4-050	Building Survey and Inspection	4	S2	20	Fieldwork assessment
EBB-4-070	Building Services and Environmental Science	4	S1 & S2	20	Essay and MCT
EBB-4-484	Construction Practice A	4	S1 & S2	20	Multiple individual assignments
EBB-4-030	Legal and Economic Context in Built Environment	4	S1 & S2	20	Online MCT's
EBB-4-090	Construction Technology and Structures 2	4	S2	20	Individual Report +drawings and exam
EBB-5-536	Construction Contract Law	5	S1	20	Individual presentation Individual online assessment
EBB-5-120	Project Appraisal and Cost Control	5	S1	20	Group assignment and controlled individual exam (class test)
EBB-5-130	Building Economics	5	S1	20	Group Presentation and exam
EBB-5-100	Cost Planning, and Tendering Process	5	S2	20	Individual assignment and In-class timed tests
EBB-5-050	Measurement 1 and Documentation	5	S2	20	Individual assignment and In-class timed tests
EBB-5-065	Advanced Measurement	5	S2	20	Individual assignment and Exam
EBB-6-030	Management of the Firm	6	S1	20	Presentation and individual assessment
EBB-6-020	Project Management	6	S2	20	Individual report and exam
EBB-6-050	Contract Practice and Administration	6	S1	20	Coursework and Exam
EBB-6-130	European Construction and Property	6	S2	20	Individual assignment and presentation
EBB-6-100	Quantity Surveying Project	6	S2	20	Individual project
EBB-6-011	Research Paper	6	S1	20	Proposal and a research project

I. Timetable information

- Timetables are normally confirmed one month prior to the start of the course.
- Full time students will attend on multiple days (normally 2-3 days/week)
- Part time students will attend on one day per week.

J. Costs and financial support

Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, etc. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

Tuition fees/financial support/accommodation and living costs

Information on tuition fees/financial support can be found by clicking on the following link:

<http://www.lsbu.ac.uk/study/undergraduate/fees-and-funding> or

<http://www.lsbu.ac.uk/study/postgraduate/fees-and-funding>

<https://www.lsbu.ac.uk/international/fees-and-funding>

Information on living costs and accommodation can be found by clicking the following link:

<https://www.lsbu.ac.uk/student-life/our-campuses/southwark/cost-of-living>

List of Appendices

Appendix A: Curriculum Map

Appendix B: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Course outcomes																	
Level	Title	Code	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4
4	Construction, Technology and Materials 1	EBB-4-020	x						x			x	x			x	x			
4	Building Survey and Inspection	EBB-4-050	x	x	x							x				x	x			
4	Building Services and Environmental Science	EBB-4-070	x						x			x					x			
4	Supporting Studies	EBB-4-010	x						x					x			x		x	x
4	Legal and Economic Context in Built Environment	EBB-4-030	x																	
4	Construction Technology and Structures 2	EBB-4-090	x						x			x				x	x			
5	Construction Contract Law	EBB-5-536	x														x			
5	Project Appraisal and Cost Control	EBB-5-120	x	x	x				x	x	x				x		x			
5	Building Economics	EBB-5-130	x						x								x	x		
5	Cost Planning, and Tendering Process	EBB-5-100	x	x	x				x	x		x	x				x	x		
5	Measurement and Documentation	EBB-5-050			x					x					x	x	x	x		
5	Advanced Measurement	EBB-5-065			x					x					x	x	x	x		
6	Management of the Firm	EBB-6-030	x	x	x				x		x	x					x			
6	Project Management	EBB-6-020	x	x	x				x		x	x					x			
6	Contract Practice and Administration	EBB-6-050	x		x				x								x			x
6	European Construction and Property	EBB-6-130							x		x						x			

6	Quantity Surveying Project	EBB-6-100		x	x					x	x	x		x	x	x	x	x		
6	Research Paper	EBB-6-011									x	x		x			x			

Appendix B: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions

