London South Bank University

Course Specification

A. Course Information	
Final award title(s)	BSc (Hons) Commercial Management (Quantity Surveying)
Intermediate exit award title(s)	Dip HE Commercial Management (Quantity Surveying) Cert HE Commercial Management (Quantity Surveying)
UCAS Code		**Course Code(s)**	Full-time: 2216 Part-time: 2305
	London South Bank University		
School	☐ ASC ☐ ACI ☒ BEA ☐ BUS ☐ ENG ☐ HSC ☐ LSS		
Division	The Built Environment		
Course Director	Rafiu Seidu		
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify		
Mode(s) of delivery	☒Full time ☒Part time ☐other please specify		

Length of course/start and finish dates				
	Mode	**Length years**	**Start - month**	**Finish - month**
	Full time	3 years	September	July
	Full time with placement/ sandwich year	4 years	September	July
	Part time	5 years	September	July
	Part time with Placement/ sandwich year			

Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire **Yes** No Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.
Approval dates:	Course(s) validated	2002
	Course specification last updated and signed off	August 2022
Professional, Statutory & Regulatory Body accreditation	Chartered Institute of Building (CIOB)	

Reference points:	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements (Surveying 2019) PSRB Competitions and Markets Authority SEEC Level Descriptors 2021

B. Course Aims and Features

Distinctive features of course	The course is designed for those pursuing a career in quantity surveying and commercial management in the construction industry. The course includes the study of management and business practice in a construction context as well as law and economics. Full-time students may undertake a work placement in Year 3 in order to gain valuable experience of working in the construction industry. This course has a broad construction curriculum and develops expertise in relation to the procurement and financial management of construction.
Course Aims	This course is intended for students who propose to pursue a career in Quantity Surveying and, in support of the University's mission statement, provide a high quality education that offers opportunities to students with a diverse range of educational backgrounds. The BSc (Hons) Commercial Management (Quantity Surveying) aims to: 1. Produce graduates who are equipped to take up responsible professional employment as quantity surveyors and commercial managers in the construction industry. 2. Maintain recognition and accreditation by the appropriate professional institution. 3. Develop the intellectual and practical skills required to collect, analyse and interpret information, evaluate evidence and opinion, solve problems, reach sound judgements and communicate them effectively. 4. Produce graduates who have knowledge and understanding of the construction industry, construction technology and the organisation and management of construction procurement. 5. Develop understanding of the context within which graduates will work and the impact of changing social, economic, legal, cultural, environmental and technological frameworks on their working lives. 6. Prepare students for work in a business- and project-based, multidisciplinary industry. 7. Develop specific skills and expertise relating to the procurement and financial management of construction work. 8. Develop transferable skills that are required for study and employment and give students the confidence and ability to embrace change, engage in future study or research and career development.
Course Learning Outcomes	a) **Students will have knowledge and understanding of:**

A1   The construction industry and related industries, the main participants, their roles, linkages and inter-relationships and the context within which they work.

A2   Construction technology, building services and building science.

A3   The legal system, tort, contract and construction law.

A4   The general principles of management and business practice and their application to corporate and project management in a construction context.

A5   Information and communication technology relevant to commercial management in construction.

A6   The role of professionals in society and their professional and ethical responsibilities.

A7   Best practice in relation to health, safety and welfare and environmental sustainability.

A8   The economics of the construction and property industries.

A9   Concepts, theories and principles in relation to the procurement and financial management of construction work and the application of specific approaches and procedures that are used in the construction industry.

b) Students will develop their intellectual skills such that they are able to:

B1   Assemble information and data from a variety of sources and discern and establish connections.

B2   Identify and critically analyse issues with reference to pertinent argument and evidence.

B3   Critically evaluate current procedures and approaches used by construction professionals.

B4   Investigate routine and unfamiliar problems and apply professional judgement to devise solutions, balancing factors such as risk, cost, benefit, safety and environmental impact.

B5   Plan, conduct and report on an individual research course.

c) Students will acquire and develop practical skills such that they are able to:

C1   Use and interpret maps, plans and drawings.

C2   Demonstrate basic competence in setting out work and in land surveying.

C3   Measure building and civil engineering work for the purposes of tender document production, cost estimating and contract administration.

C4   Use software packages that are relevant to commercial management in construction.

d) Students will acquire and develop transferrable skills such that they are able to:

D1   Communicate effectively by oral, written and visual means in a form appropriate to the intended audience, with appropriate acknowledgement and referencing of sources.

D2   Apply statistical and numerical skills at an appropriate level.

D3   Use information and communication technology (ICT) to locate and access information and communicate information to others.

	D4	Work effectively as a member of a team.
	D5	Manage time and work to deadlines.
	D6	Learn effectively and independently.

C. Teaching and Learning Strategy

- Acquisition of the above is achieved by a combination of lectures, seminars, tutorials, practical work, directed reading, coursework, case study and project work. Guest speakers from industry are frequent contributors. Acquisition of A2, A7 and A9 also involves site visits and/or the use of actual buildings/sites for project work. Laboratory-based practical and workshop exercises contribute to achievement of A2 and A5. Student-led seminars are a particularly important ingredient in law and economics and acquisition of knowledge and understanding in all areas relies increasingly on discussion, whether student or staff led, as students' progress through the levels of study.

- Project work makes important contributions to the acquisition of A4 and A9, particularly at Level 6. Some teaching and learning material at Level 4 is CD-ROM based and material at all levels is increasingly available on the University intranet. Health and safety and environmental sustainability are taught throughout the course and understanding is also developed in other modules. The role of professionals and ethical issues are introduced at Level 4 and developed throughout the course.

- Intellectual skills are developed through the teaching and learning course. B1-B3 are developed through discussion in class, both staff and student led, and essay and report writing coursework that makes greater demands upon students as they progress through the levels of study. B4 is acquired and developed through project work at Levels 5 and 6. B5 is acquired by researching and completing a Research Project in Level 6 of the course. Research skills are introduced in a short lecture course and each student is supervised by a member of staff.

- C1 is taught at Level 4 and developed through coursework and project work at Levels 5 and 6. C2 is taught and developed in a dedicated surveying module at Level 4. C3 is taught at Levels 4 and 5 and developed through classroom workshop exercises and coursework. C4 is developed through tutoring in computer laboratories, supported by help sheets and developed through application in coursework and project work.

- D1, D3 and D4 are taught, in a construction context, in a Level 4 module. Communication skills are developed throughout the course through classroom discussion, individual and group presentations, essay and report writing. D2 is taught and developed in a dedicated module at Level 4 and developed in application to construction-related problems at Levels 5 and 6. Library and Information Services staff are involved in teaching ICT skills. There is online access to help and self-teach packages. Group work at all levels develops teamwork skills. D5 is learnt rather than taught through students managing their time to meet coursework deadlines. D6 is acquired throughout the course and is supported by direction and guidance provided in module guides.

D. Assessment

Assessment involves a combination of unseen examinations, in-course tests, essays, reports, analytical exercises, use of software applications, seminar presentations, individual and group project work.
B1 to B4 are assessed through the wide variety of assessment methods already referred to. Assessment of B4 often involves project work that simulates problems that.
 students will encounter in industry, may involve teamwork and culminates in the submission of a report. B5 is assessed by the Level 6 Research Project.
All practical skills are assessed through coursework and project work. C1 and C3 are also assessed through unseen examinations.

Communication skills are assessed through all means of assessment already mentioned. D2 is assessed in the Supporting Studies module at Level 4 and in coursework, project work and examinations in other modules at Levels 5 and 6. D3 is assessed through its application to coursework and project work. Teamwork is assessed in group project work. D5 and D6 are implicitly assessed by all forms of assessment.

E. Academic Regulations

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

F. Entry Requirements

In order to be considered for entry to the course applicants will be required to have the following qualifications:

GCSE passes in five subjects (grade C or above), including English Language and Mathematics. The University will accept a pass in the Key Skills qualification at Level 2 in place of GCSE English Language. Additionally, applicants must possess on of the following:

A-levels / AS-levels / Vocational A-levels – minimum 220 UCAS tariff points
BTEC National Diploma / Certificate – 4 Merits at Level NIII or N/H
Scottish Highers – BCC or CCCC
Irish Leaving Certificate – BCC or CCC (At Higher Honours Level)
International Baccalaureate – 24 points
European Baccalaureate – 6.0 points
Accredited Foundation Year – a pass with Merit in eight modules.

Year 2 entry and Year 3 entry (part-time only)
BTEC HNC/D – three Merits assessed at H Level
Edexcel HNC Diploma – three merits.

G. Course structure(s)

Course overview

- Students study 18 modules for an Honours degree split between 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 credits).

- There are several modes or combination of modes of study:

- Three years, full-time, taught over six semesters.
- 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 two or three 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.

BSc (Hons) Commercial Management (Quantity Surveying)– **Full time**

	Semester 1		Semester 2	
Level 4	Building Services & Enviro. Science	20	Surveying and Setting out	20
	Construction Tech & Materials	20	Construction Technology & Structures	20
	Construction Practice A	20	Legal & Economic Context	20
Level 5	Construction Contract Law (Compulsory)	20	Measurement 2 and Estimating (Compulsory)	20
	Building Economics (Compulsory)	20	Management of Organisation (Compulsory)	20
	Project Appraisal and Cost Control (Compulsory	20		
	Measurement 1 and Documentation (Compulsory)	20		
Level 6	Research Project (Compulsory)	20	Corporate Management and Finance (Compulsory)	20
	Project Management (Compulsory)	20	Contract Practice and Administration (Compulsory)	20
	Sustainable Construction and Environment (Compulsory)	20	Quantity Surveying Project (Compulsory)	20

{Enter course title – **Part time**

	Semester 1		Semester 2	
Year 1	Construction. Tech. & Materials	20	Legal & Economic Context	20
	Construction Practice A	20		
Year 2	Building Services & Enviro. Science	20	Surveying and Setting out	20
	Construction Tech, & Structures	20		
Year 3	Project Appraisal & Cost Control	20	Measurement 1 & Documentation	20
	Construction Contract Law	20	Management of Organisation	20
Year 4	Building Economics	20	Measurement 2 & Estimating	20
	Project Management	20	Contract Practice & Administration	20
Year 5	Research Project	20	Quantity Surveying Project	20
	Sustainable Construction and Environment (Compulsory)	20	Corporate Management & Finance	20

Placements information

H. Course Modules
[Provide information on:
- core and optional modules;
- the circumstances when optional modules may not run; and
- how and when students will be informed if optional modules are changed]

Module Code	Module Title	Level	Semester	Credit value	Assessment
BEA_4_484	Construction Practice	4		20	Multiple coursework tasks
EBB-4-020	Construction Technology and Materials	4		20	Report Technical + drawing and exam
EBB-4-030	Legal and Economic Context in the Built Environment	4		20	Two individual coursework's
EBB-4-040	Surveying and Setting Out	4		20	Fieldwork Assignment
EBB-4-070	Building Services and Environmental Science	4		20	Essay and exam
EBB-4-090	Construction Technology and Structures	5		20	Report Technical + drawings and exam
EBB-5-050	Measurement 1 and Documentation QS	5		20	Individual assessment and in class timed assessment
EBB-5-080	Construction Contract Law	5		20	**Group assignment + individual presentation and Individual online assessment**
EBB-5-070	Measurement 2 Estimating	5		20	Individual assessment and in class timed assessment
EBB-5-120	Project Appraisal and Cost Control	5		20	Individual assessment and in class controlled timed exam
EBB-5-130	Building Economics	5		20	Presentation and exam
EBB-5-230	Management of Organisation	5		20	1 paired assignment and an individual report
EBB-6-010	Research Project	6		20	Proposal and individual project
EBB-6-020	Project Management	6		20	Individual report and exam
EBB-6-040	Corporate Management and Finance	6		20	Individual assessment and Group assessment
EBB-6-050	Contract Practice and Administration (QS)	6		20	Coursework and Exam
EBB-6-070	Sustainable Construction and the Environment	6		20	Group coursework and exam
EBB-6-100	Quantity Surveying Project	6		20	Individual Project

I. Timetable information

[indicate:

Provide as much information as possible,

- when students can expect to receive a confirmed timetable for study commitments; and
- if there is a teaching-free afternoon set aside for e.g. sporting/cultural activities.
- Don't specify a day(s) when teaching will take place if it may be changed.
- Prospective students should be kept informed of any changes.]

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, e.g. 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/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

List of Appendices

Appendix A: Curriculum Map
Appendix B: Educational Framework (undergraduate courses)
Appendix C: 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	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
4	Construction Practice	EBB-4-484	x						x			x	x			x	x		x	x
4	Construction Technology and Materials	EBB-4-020	x						x			x				x	x			
4	Legal and Economic Context in the Built Environment	EBB-4-030	x														x			
4	Surveying and Setting Out	EBB-4-040											x	x			x			x
4	Building Services and Environmental Science	EBB-4-070	x						x			x					x			
5	Construction Technology and Structures	EBB-4-090	x						x			x				x	x			
5	Measurement 1 and Documentation QS	EBB-5-050			x					x					x	x	x	x		
5	Construction Contract Law	BEA-5-536	x														x			
5	Measurement 2 Estimating	EBB-5-070			x					x					x	x	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	Management of Organisation	EBB-5-230					x		x								x			
6	Research Project	EBB-6-010									x	x		x			x			
6	Project Management	EBB-6-020	x	x	x				x		x	x					x			
6	Corporate Management and Finance	EBB-6-040					x		x		x						x			x
6	Contract Practice and Administration (QS)	EBB-6-050	x		x				x		x						x			
6	Sustainable Construction and the Environment	EBB-6-070							x								x			x
6	Quantity Surveying Project	EBB-6-100		x	x				x	x	x			x	x	x	x	x		

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:
- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment *for* learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<u>Outcomes focus and professional/employer links</u> All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.	The course is fully accredited by CIOB and meets their individual educational requirements. Guest lectures are implemented where practicable. Additional extra-curricular sessions on industry relevant subjects are held in conjunction with professional bodies on a regular basis. The professional bodies are also invited to talk during Construction Practice lectures at Level 4.
Embedded learning development	<u>Support for transition and academic preparedness</u> At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.	All modules at level 4 are designed to equip the student with the skills, knowledge and attributes required for success at subsequent levels. The construction practice module develops the general transferable core skills while modules such as construction technology, architectural technology, environmental science and law will give the key understanding of principles required to carry through to subsequent years of study.
High impact pedagogies	<u>Group-based learning experiences</u> The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and **inclusivity**. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at	Elements of group based work are common throughout the course. This can be both formative and summative but in either case it is about developing their ideas in a collaborative way, sharing knowledge and experience in solving problems.

	level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	
Inclusive teaching, learning and assessment	<u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	Module co-ordinators provide materials in an accessible format as appropriate and are encouraged to follow good practice guidelines, including making lecture notes and additional materials available vis the VLE prior to the lecture. A few staff are also taking part in the trial of lecture capture equipment in developing a further level of accessibility.
Assessment *for* learning	<u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**.	Most modules at Level 4 are delivered long thin (ie. over two semesters), this gives the opportunity for much more formative development to take place and for additional support to be given to students in their early stages of development and understanding. Staff are encouraged to talk about feedback more regularly so that students recognise what it is and get real benefit from it.
High impact pedagogies	<u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended	As a student progresses through the course they will be developing the ability to undertake research in a meaningful way. This is done via various assessment techniques and questioning, students are often asked to explore real world problems or if employed to use examples they are familiar with in developing their understanding and exploring new ideas.

	problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	This culminates in the Level 6 research project where they are asked to independently fully research a case study in a given area and explore creative and innovative solutions to problems.
Curricula informed by employer and industry need / Assessment *for* learning	<u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	The use of live briefs and industry related briefs are encouraged, students find them more engaging and are more likely to research the topics in a more meaningful way.
Inclusive teaching, learning and assessment	<u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	In lectures staff are encouraged to use a wide range of examples and case studies to better represent the student body. In this context it is often giving comparative examples of other countries and methodologies which they employ, this not only gives a better context but often leads to lively, constructive debates.
Curricula informed by employer and industry need	<u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as	The use of live briefs and industry related briefs are encouraged, students find them more engaging and are more

	developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	likely to research the topics in a more meaningful way.
Embedded learning development	Writing in the disciplines: Alternative formats The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	Throughout the course as well as providing different assessment styles students are commonly asked to produce work in a wide range of formats as they would in the workplace. For this subject area the wide use of presentations, project work, posters and reports reflects the external expectations and better prepares the students for these challenges.
High impact pedagogies	Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or	Although limited cross disciplinary working directly appears on the course elements are being integrated. Subjects such as Building Information Modelling encourage cross-disciplinary and collaborative working in order to be successful and as such the deeper understanding of needs and requirements of other

	interdisciplinary groups creates the opportunity for the development of student outcomes including **inclusivity**, communication and networking.	disciplines are beginning to grow.
Assessment *for* learning	Variation of assessment An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	You will find a variation of assessment styles and strategies across the course and at different levels. Coursework may be in the form of a report, essay, presentation or in class tests. In a number of modules there are also elements of groupwork to encourage collaboration and understanding. In some subjects independent research is also being used to enhance critical thinking. Examinations are also used and may take various forms from MCT's to short in class tests or the more formal end of module examinations as appropriate.
Curricula informed by employer and industry need	Career management skills Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**.	
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	Capstone project/dissertation The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including	For the level 6 research project module students are given a choice of industry relevant subjects areas and case studies to select from, which they then fully research while supported by a supervisor who can provide valuable guidance. The student is encouraged to seek solutions to real world problems and to engage with industry where possible in developing these.

	professionalism, **integrity** and **creativity**.	

Appendix C: 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 earning
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