

## Course Specification

A. Course Information											
<b>Final award title(s)</b>	HNC Construction Quantity Surveying Technician Apprenticeship										
<b>Intermediate exit award title(s)</b>											
<b>UCAS Code</b>		<b>Course Code(s)</b>	PT: 4955								
	London South Bank University										
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input checked="" type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS										
<b>Division</b>	The Built Environment										
<b>Course Director</b>	Lucy Ogbenjuwa										
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify										
<b>Mode(s) of delivery</b>	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify										
<b>Length of course/start and finish dates</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Mode</th> <th style="width: 20%;">Length years</th> <th style="width: 20%;">Start - month</th> <th style="width: 20%;">Finish - month</th> </tr> </thead> <tbody> <tr> <td>Part time</td> <td>2 years + EPA</td> <td>September</td> <td>July+EPA</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Part time	2 years + EPA	September	July+EPA
	Mode	Length years	Start - month	Finish - month							
Part time	2 years + EPA	September	July+EPA								
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	Please complete the International Office questionnaire <p style="text-align: center;">No</p>										
<b>Approval dates:</b>	Course(s) validated	June 2020									
	Course review date	June 2025									
	Course specification last updated and signed off	September 2023									
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>											
<b>Link to Institute of Apprenticeship (IoA) Standard and Assessment Plan (Apprenticeship only)</b>	<a href="https://www.instituteforapprenticeships.org/apprenticeship-standards/construction-quantity-surveying-technician-v1-1">https://www.instituteforapprenticeships.org/apprenticeship-standards/construction-quantity-surveying-technician-v1-1</a>										
<b>Reference points:</b>	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 Surveying Subject Benchmark Statement 2019 CIOB Educational Framework 2018 PSRB Office for Student (OfS) Guidance Competitions and Markets Authority SEEC Level Descriptors 2021
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<p>The Higher National Certificate in Construction is primarily for those employed within the construction industries who are seeking to further their career and gain an industry recognized qualification. The course provides one of the key qualifications in construction management, surveying and architectural technology disciplines.</p> <p>The essential aim of the course is to provide students with a broad range of knowledge and skills needed to fulfil a range of technical and managerial work. The outcome should be technicians who are able to tackle and take responsibility for well-specified positions throughout the construction industry.</p>	
<b>Course Aims</b>	<p>More specifically the HNC in Construction aims to:</p> <ol style="list-style-type: none"> <li>1. Produce higher technicians who are equipped to fulfil responsible technical employment in a variety of disciplines within the construction industry.</li> <li>2. Maintain recognition of the Award by Pearson.</li> <li>3. Develop the technical and practical skills required to collect, analyse and interpret information, solve problems, reach sound judgements and communicate them effectively.</li> <li>4. Produce higher technicians who have knowledge and understanding of the construction industry, construction technology and the organisation of building production.</li> <li>5. Develop understanding of the skills and competencies required of a technician.</li> <li>6. Develop students for work in a business- and project-based, multidisciplinary industry.</li> </ol>	
<b>Course Learning Outcomes</b>	<p><b>a) Students will have knowledge and understanding of:</b></p> <p>A1 The construction industry and related industries, the main participants, their roles, linkages and inter-relationships and the context within which they work.</p> <p>A2 Construction technology, building services and building science and fundamental management processes.</p> <p>A3 The principles of the English legal system.</p> <p>A4 Information and communication technology relevant to technical functions.</p> <p>A5 The role of professionals in society and their professional and ethical responsibilities.</p> <p>A6 Best practice in relation to health, safety and welfare and environmental sustainability.</p> <p>A7 The concepts of teamwork.</p>	

	<p>A8 Concepts, theories and principles related to procurement and management of construction work.</p> <p><b>b) Students will develop their intellectual skills such that they are able to:</b></p> <p>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.</p> <p><b>c) Students will acquire and develop practical skills such that they are able to:</b></p> <p>C1 Use and interpret maps, plans and drawings.  C2 Demonstrate basic competence in setting out work and in land surveying.  C3 Measure, plan and programme building and civil engineering work for the purposes of tender preparation, production, estimating, control and final accounting.  C4 Use software packages that are relevant to the modern construction technician.</p> <p><b>d) Students will acquire and develop transferrable skills such that they are able to:</b></p> <p>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 in practical situations.  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.</p>
<p style="text-align: center;"><b>C. Teaching and Learning Strategy</b></p> <ul style="list-style-type: none"> <li>- Acquisition of the above is achieved by a combination of lectures, seminars, tutorials, practical work, directed reading, coursework and project work. Acquisition also involves students' work-based experience. Laboratory-based practical's and workshop exercises contribute to real understanding. Student-led seminars are important in law and management and acquisition of knowledge and understanding in all areas relies on discussion, whether student or staff led, as students' progress through the levels of study. Intellectual and technical skills are developed through the teaching and learning course. Skills are developed through worked examples, practical application in fieldwork, laboratory and classroom exercises, discussion in class, both staff and student led, and essay writing and report writing coursework that makes greater demands upon students as they progress into Level 5. C1 is taught throughout the course and developed in coursework. C2 is taught and developed in a dedicated surveying module at</li> </ul>	

Level 4. C3 is taught and developed within the surveying module at Level 4. C4 is taught through the Construction Practice module, utilised through other modules as appropriate and developed through application in coursework. D2, D3 and D4 are taught in a construction context. Construction Practice skills are initially taught in the dedicated module and then developed throughout the course through classroom discussion, individual and group presentations, essay and report writing. 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 required 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, seminar presentations and critiques, individual and group work. Skills are assessed through a wide variety of assessment methods already referred to. All practical skills are assessed through coursework and project work. Law and technology are also assessed through unseen examination or tests. Communication and numerical skills are assessed through all means of assessment already mentioned. D2 is assessed in the Construction Practice module at Level 4 and in coursework, project work and examination in other modules. 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.

#### Gateway Preparation Module

The Gateway is the entry point to End-Point Assessment (EPA). It is the point at which the apprentice has completed their learning, met the requirements of the standard, off-the-job (OJT) training (6 hours per week), and that they, alongside their employer and LSBU agree that they are ready to enter their EPA.

The Gateway Preparation module is a pass / fail, zero credit module designed to support apprentices to identify and work towards meeting the Gateway criteria from an early stage in their apprenticeship, particularly those that sit outside of an academic qualification. The module will be completed each year throughout the duration of the apprenticeship up to passing the Gateway. A minimum record of 8% of OJT, contributing towards the final total of 6 hours per week is required to pass the module in each year.

**IMPORTANT:** Evidence of meeting the ALL knowledge, skills and behaviour detailed in the IfATE Standard Assessment Plan, must be covered in the e-portfolio prior to the final Gateway review i.e. apprentices must address each KSB on their respective apprenticeship standard with appropriate workplace evidence.

#### End-Point Assessment (EPA) (Completion) Module

End-point assessment (EPA) is the final stage of an apprenticeship and must be completed after the apprentice successfully passes through Gateway. It is an assessment of whether the apprentice has developed the skills, knowledge and behaviours outlined in the apprenticeship standard.

The End Point Assessment (Confirmation) module is a pass/fail, zero-credit module that facilitates achievement and progress of the non-integrated End Point Assessment. It is assessed and confirmed by the End Point Assessment Organisation (EPAO) as set out in the assessment plan for the standard. The grade is confirmed by the EPOA.

## 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 will be required to have the following qualifications:

A Level DD or;  
BTEC National Diploma PPP or;  
Access to HE Diploma with 21 Merits or;  
Level 3 Apprenticeship in related subject or;  
Equivalent level 3 qualifications worth 64 UCAS points  
5 GCCE's including Maths and English (C or above) or equivalent

On application we will also ask applicants to complete a skills scan against the knowledge, skills and behaviours in the apprenticeship standard to assess eligibility for funding.

## G. Course structure(s)

### Course overview

The course is delivered on a semester pattern, each semester being 15 weeks in duration. Students take six modules in total and three modules of study per year. Most modules are taught across two semesters. Assessment occurs at the scheduled assessment dates at the end of each semester. All modules are at Level 4.

A university credit is the equivalent of 200 student study hours. Each module is a self-contained part of the course of study and carries a single credit value (20 credits). The maximum time to complete the course is four years.

The modules are:

4/484	Level 4 Construction Practice A
4/20	Level 4 Construction Technology and Materials
4/30	Level 4 Legal and Economic Context in the Built Environment
4/70	Level 4 Building Services and Environmental Science
4/40	Level 4 Surveying Setting Out
4/90	Level 4 Construction Technology and Structures

On successful completion of HNC and EPA students can progress onto:

BSc Quantity Surveying Degree Apprenticeship

Link to the Apprenticeship Standard can be found here:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/construction-quantity-surveying-technician/>

Link to the Assessment Plan can be found here:

[https://www.instituteforapprenticeships.org/media/3263/st0049\\_construction-quantity-surveying-technician\\_l4\\_ap-for-publication\\_28062019.pdf](https://www.instituteforapprenticeships.org/media/3263/st0049_construction-quantity-surveying-technician_l4_ap-for-publication_28062019.pdf)

**HNC Construction– Part time**

	<b>Semester 1</b>		<b>Semester 2</b>	
<b>Year 1</b>	BEA/4/484 Construction Practice A	20	BEA/4/484 Construction Practice A	20
	EBB/4/20 Construction Technology and Materials	20	EBB/4/20 Construction Technology and Materials	20
	EBB/4/30 Legal and Economic Context in the Built Environment	20	EBB/4/30 Legal and Economic Context in the Built Environment	20
	Gateway Preparation (0 Credit)			
<b>Year 2</b>	EBB/4/70 Building Services and Environmental Science	20	EBB/4/70 Building Services and Environmental Science	20
	EBB/4/90 Construction Technology and Structures	20	EBB/4/90 Construction Technology and Structures	20
	EBB/4/40 Surveying Setting Out	20		
	Gateway Preparation (0 Credit)			
End Point Assessment (0 Credit)				

**Placements information**

All students must be employed in a job role relevant to the apprenticeship standard for the duration of the course.

### 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]

<b>Module Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Semester</b>	<b>Credit value</b>	<b>Assessment</b>
BEA-4-484	<b>Construction Practice</b>	4	1 & 2	20	Multiple coursework elements
EBB-4-020	<b>Construction Technology and Materials</b>	4	1& 2	20	Report and MCT
EBB-4-021	<b>Construction Technology and Materials</b>	4	1	20	Report and MCT
EBB-4-090	<b>Construction Technology and Structures</b>	4	1& 2	20	Report and MCT
EBB-4-091	<b>Construction Technology and Structures</b>	4	1& 2	20	Report and MCT
EBB-4-030	<b>Legal and Economic Context in the Built Environment</b>	4	1& 2	20	MCT's
EBB-4-070	<b>Building Services and Environmental Science</b>	4	1& 2	20	Essay and MCT
EBB-4-040	<b>Surveying Setting Out</b>	4	2	20	Fieldwork Assessment
CPS_4_GW1	<b>Gateway Preparation</b>	4	1 & 2	0	N/A
CPS_4_GY2	<b>Gateway Preparation</b>	4	1 & 2	0	N/A
CPS_4_EPA	<b>End Point Assessment</b>	4		0	N/A

### I. Timetable information

confirmed timetable is normally available one month prior to the course starting. Part Time students will study for 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, 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/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**

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Appendix B: Terminology

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## 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	A 7	A 8	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4	D 5	D 6
4	Construction Practice	BEA-4-484	T D			T D A	T D	T D	T D A	T	T D A	T						T D A	T D A	D	D	T D A	T D A	D
4	Construction Technology & Materials	EBB-4-020	D	T D A		D	T D	T D A		D	T D A	D A	D A	T D A	D		D	D	D A	D	D		D A	D
4	Legal & Economic Context in Built Environment	EBB-4-030			T D A	D					D								D A		D		D A	D
4	Building Services & Environmental Science	EBB-4-070		T D A		D	T D			D	T D A	D A	D	T D A				D	D A	D	D		D A	D
4	Construction Technology & Structures	EBB-4-090	D	T D A		D	T D	T D A		D	T D A	D A	D A	T D A	D		D	D	D A	D	D		D A	D
4	Surveying & Setting Out	EBB-4-040				D	T D		T D A		T D		D A	T D A	D A	T D A	D A	D	D A	D A	D	T D A	D A	D

## 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]

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

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	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
<b>intensity of study</b>	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
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	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
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	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)
<b>seminar</b>	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
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	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)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	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
<b>workload</b>	see 'total study time'
<b>written examination</b>	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

## Appendix C: Mapping of Knowledge, Skills and Behaviours against Apprenticeship Standard for Construction Quantity Surveyor

		HNC Construction						
		Workbased Log Book	Construction Practice A	Construction Technology and Materials	Construction Technology and Structures	Legal and Economic Context	Building Services and Environmental Science	Surveying and Setting Out
Knowledge	What is Required							
Health & Safety	Understand the principles and responsibilities imposed by law and other regulations in a construction environment	X				X		X
Sustainability	Understand the sustainability issues in projects across economic, social and environmental aspects	X					X	
Construction Technology	Understand different construction techniques and materials and the principles of design	X		X	X		X	X
Contracts	Understand different forms of contracts used in construction and why they are applied in different situations	X	X					
Procurement	Understand the different types of procurement process and negotiation requirements	X	X					
Cost Control	Understand the importance of controlling costs during a construction project and the effect of changes to the project	X	X					
Financial Reporting	Understand the various forms of reporting on project progress	X	X					
Skills								
Health & Safety	Apply health and safety issues to all activities	X						
Sustainability	Demonstrate application of the principles of sustainability	X		X	X		X	
Construction Technology	Assist in the implementation of the most appropriate solutions for construction projects	X		X	X		X	X
Contracts	Be able to apply different types of contracts to different situations	X						
Procurement	Assist in the selection of and negotiation with specialist contractors for a construction project	X						
Cost Control	Assist in the measurement and costing of construction works during a project	X						

Financial Reporting	Assist in the preparation of financial reports, cash flow and cost forecasts for a construction project	X						
Administration	Assist in the collection, collation and storage of relevant data and its analysis	X		X	X		X	
Behaviours								
Commitment to Code of Ethics	Understand and apply the Code of Conduct and conduct regulations, ethics and professional standards relevant to industry's recognised professional bodies	X	X					
Continuing Professional Development	Identify own development needs and take action to meet those needs. Use own knowledge and expertise to help others when requested	X						
Commitment to Equality and Diversity	Understand the importance of equality and diversity and demonstrate these attributes so as to meet the requirements of fairness at work	X						
Communicate Effectively	Be able to contribute effectively to meetings and present information in a variety of ways including oral and written	X	X	X	X	X	X	X
Conflict avoidance	Be able to assist in planning to avoid conflict and resolving issues that do arise	X				X		
Work in Teams	Be able to work with others in a collaborative and non-confrontational way	X	X					X
Demonstrate Innovation	Be able to identify areas for improvement and suggest innovative solutions	X		X	X		X	