

Course record information

Name and level of final award	<ul style="list-style-type: none"> • Bachelor of Science with Honours - Quantity Surveying & Commercial Management • Bachelor of Science with Honours - Quantity Surveying and Commercial Management with International Experience • Bachelor of Science with Honours - Quantity Surveying and Commercial Management with Professional Experience <p>The award is Bologna FQ-EHEA first cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none"> • Bachelor of Science (BSc) - Construction Studies • Diploma of Higher Education (Dip HE) - Construction Studies • Certificate of Higher Education (CertHE) - Construction Studies
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	Construction Property and Surveying
Professional statutory or regulatory body	Royal Institution of Chartered Surveyors (RICS) Chartered Institute of Building (CIOB)
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> • BSc Quantity Surveying and Commercial Management FT, Full-time, September start - 3 years standard length with an optional year abroad or placement • BSc Quantity Surveying and Commercial Management PT, Part-time day, September start - 5 years standard length with an optional year abroad or placement
Valid for cohorts	From 2024/5

Admissions requirements

There are standard minimum entry requirements for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/study/undergraduate/how-to-apply>

Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information:

<https://www.westminster.ac.uk/current-students/guides-and-policies/student-matters/recognition-of-prior-learning>

Aims of the programme

The BSc Quantity Surveying and Commercial Management has been designed to provide students with a comprehensive and professionally oriented higher education experience in Quantity Surveying and Commercial Management. Quantity Surveyors and Commercial Managers primary function is the management and organisation of sustainable construction production over the building project life cycle.

Quantity Surveyors and Commercial Managers have specialist skills and knowledge relating to the design, technology and management of domestic, industrial and commercial building, construction processes, including planning and programming, construction health and safety, project life cycle assessment, people management, leadership, and business management of construction organisations. Quantity Surveyors and Commercial Managers focus on the economic, commercial, financial, legal and contractual dimensions of construction projects. They also need an appreciation of global issues as the UK exports construction services and expertise.

In fulfilling this purpose the course aims to:

- Provide students with knowledge and understanding of the context, core concepts and theories relevant to Quantity Surveyors and Commercial Management in the design, creation and maintenance of a sustainable built environment. (Focussing principally on UK construction but including an international perspective)
- Develop transferable skills which students will be able to apply both within an academic context and in their professional careers.
- Develop cognitive skills which students will be able to apply in reaching professional judgements, solving problems and making decisions.
- Develop practical and technical skills relevant to Quantity Surveyors and Commercial Managers, which students will be able to apply in an entrepreneurial and creative way in their professional careers.
- Foster an environment in which learning experiences are shared by students on various parallel construction-related courses, promoting good quality communication and the inter-disciplinary nature of the construction industry.
- Encourage self-motivation and independent thought, such that graduates will be confident in challenging established working practices and responding to the future needs of the construction industry and its associated professions.
- Promote a culture of intellectual enquiry such that graduates will recognise the importance of lifelong learning for both personal and professional development to become resilient professional leaders and engaged global citizens.
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- Integrates current practice in terms of Building Information Management and Modelling, The Government's Construction Strategy and Collaboration and Integration.

Employment and further study opportunities

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

The BSc Quantity Surveying and Commercial Management aims to create graduates who meet the needs of employers. Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The course develops a wide range of employability skills. These are contextualised through an understanding of the construction process, the specification of building work and the identification and correction of faults in existing buildings. The integrated approach that the course offers provides a broad knowledge and understanding of other disciplines within the built environment. In practice you will be engaged with other disciplines to deliver a project and these theories and principles are embedded in this course. These employability skills are defined in the principles of graduate attributes.

The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

Graduates from this course have secured attractive positions with contractors, consultancies, commercial companies, local authorities, housing associations and many other types of organisations.

Graduates from this course have also pursued further studies at Masters level, either on a full time or part-time basis. Typical postgraduate courses have included cognate areas such as Construction, or more generic areas such as Project Management.

What will you be expected to achieve?

Learning outcomes are statements on what successful students have achieved as the result of learning. These are threshold statements of achievement the learning outcomes broadly fall into four categories:

- The overall knowledge and understanding you will gain from your course (KU)
- Graduate attributes are characteristics that you will have developed during the duration of your course (GA)
- Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)
- Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 4 course learning outcomes: upon completion of Level 4 you will be able to:

- L4.1 Recognise the responsibility which all construction disciplines have in designing, creating and maintaining a sustainable built environment. (KU KTS)
- L4.2 Demonstrate a broad knowledge and understanding of the principles that underpin the study of construction, specifically in relation to simple building forms. This knowledge base will comprise key theories and concepts of building design, building science, construction technology, site surveying and data analysis. (KU KTS)
- L4.3 Demonstrate an awareness of the context in which the construction industry and its associated professions operate, including social, economic, legal and cultural influences. (KU GA)
- L4.4 Collect numerical data from observations, surveys, measuring equipment and published sources, record the data accurately, manipulate the data using established principles, and present the findings using standard classifications. (

KU KTS)

- L4.5 Undertake simple research tasks with guidance, to collect and categorise ideas and information which are presented in a standard format. (GA KTS)
- L4.6 Communicate in a clear and concise manner by producing material in an appropriate format, with sources acknowledged and referenced. (GA PPP)
- L4.7 Use appropriate information technology applications to enter, edit and save data, including text, images, numerical and graphical data. (GA KTS)

Level 5 course learning outcomes: upon completion of Level 5 you will be able to:

- L5.1 Evaluate the established concepts, theories and principles of the technology and environmental design of multi-storey and wide-span buildings and their services, including structural form and construction materials. (KU GA)
- L5.2 Critically review the principles of management practice in a construction context, the ethical demands of sustainable development and the implications of design on the wider community. (KU KTS)
- L5.3 Analyse and evaluate the processes of construction site production management, and the importance of health and safety in the design, planning and construction of buildings. (KU KTS)
- L5.4 Critically review the legal and international environment within which design and construction takes place, and the legal principles which govern relationships within the construction industry. These include an understanding of personal responsibility in the context of the codes of conduct and ethics of the profession. (KU KTS)
- L5.5 Evaluate the concepts, theories and principles underlying the financial management of construction contracts. (KU)
- L5.6 Critically review the principles of macro and micro economic theory as it pertains to the construction industry, and the relationship between the construction industry and the economy. (KU GA)
- L5.7 Interact effectively within a group, identify targets in consultation with others within a group, and establish responsibilities and working arrangements. (GA PPP)
- L5.8 Critically review alternative methods for obtaining data, decide on appropriate data collection techniques, undertake data collection, interpret data, carry out calculations as necessary, and present findings. (GA KTS)
- L5.9 Examine key elements of problems, investigate problems using a range of methods, and evaluate potential solutions against agreed criteria. (GA PPP)

Additional Year course learning outcomes: upon completion of Additional Year you will be able to:

- L5Y.01 (International Experience only) Demonstrate insight and understanding of the challenges and opportunities of working and/or studying in an international context (PPP)
- L5Y.02 (International Experience only) Apply theories, concepts and research skills related to the cultural context(s) of the society within which the experience takes place. (KU)
- L5Y.03 (Professional Experience only) Demonstrate acquisition of a range of professional and commercial skills required within the contemporary business environment through the completion of an extended period of professional practice in the work placement year. (PPP)

Level 6 course learning outcomes: upon completion of Level 6 you will be able to:

- L6.1 Analyse and critically review the contractual environment within which design and construction takes place and the contractual arrangements under which projects are carried out. (KU KTS)
- L6.2 Critically evaluate the philosophy and practice associated with works to existing buildings. (KU GA)
- L6.3 Evaluate and synthesise the concepts, theories and principles on which the discipline of Quantity Surveying and Commercial Management is based, including cost modelling techniques, cost information systems, whole life costing and / or supply chain management. (KU GA)
- L6.4 Evaluate and critically review cost management systems, procurement strategies and project management techniques. (KU KTS)
- L6.5 Analyse and evaluate management skills, techniques, and cost management systems, procurement strategies and project management techniques to successfully deliver a project from inception to engagement, whilst meeting the requirements of constraints within the project. (KU GA)
- L6.6 Analyse current Health and Safety codes applicable to the construction process with a realisation of the changing nature and development of Health and Safety. (KU KTS)
- L6.7 Develop, maintain and encourage constructive working relationships within a group. Take on a leadership role

and resolve conflict through negotiation (GA PPP)

- L6.8 Develop the ability to make and sustain arguments, make judgements and propose solutions based upon complex ideas and concepts in a wide range of formats with a coherent style and structure. (GA KTS)
- L6.9 Evaluate effectiveness of own time management and task management maintain flexibility in planning. Identify potential causes of stress and act to minimise their impact. (GA KTS)

How will you learn?

Learning methods

The Education Strategy has been designed to create knowledgeable, adaptable and resourceful learners who are good communicators, capable of finding solutions to problems given to them and to be well prepared for a future career as Quantity Surveyors or Commercial Manager. Students will be taught in a way that is practical, active, inquiry/problem focused, treating equality, diversity and inclusivity as integral to your education. The course will be taught by full time academics and visiting lecturers, many of whom have considerable high-level industry experience, and professional body memberships, and academics who are involved in research in the built environment alongside their teaching roles. Industry and professional experience and research are brought into our teaching to create a rich and exciting learning environment for students.

Quantity Surveying and Commercial Management apprentices will study a number of modules which are common across our construction courses allowing them to interact with those studying different pathways (BSc Building Control, BSc Building Surveying and Commercial Management, BSc Construction Management and BSc Architectural Technology). In doing so they will gain knowledge of the work of all the professionals working in the construction industry. Quantity Surveyors and Commercial Management students will study some modules with Construction Management students and apprentices, as there is commonality between these two professions and they often interact with each other in the professional environment. There are also modules which are core and unique to Quantity Surveyors over the course of study.

The teaching and learning is reflective of the practical and technical nature of Quantity Surveying and Commercial Management. Students will learn from real life examples, work-based learning, practical sessions such as laboratory work, site inspections, guest speakers from industry and other teaching methods which bring the learning to life to enhance the student experience.

Students are expected to take part in group activities such as problem-based projects, research, presentations, discussions and debate to enhance learning and represent the collaborative nature of the profession students will eventually be part of.

Teaching methods

The course will provide personalised learning and flexibility for students with varied methods of teaching on the course taking the form of both face to face and online including lectures, seminars, workshops and one to one sessions. A digital learning environment will be provided, to encourage active engagement, with classrooms configured to promote active learning. Access will be provided to online materials using Blackboard, the University's virtual learning environment. Students are expected to undertake their own study and will be guided and supported to enable them to study effectively.

There is an emphasis throughout the course on problem-based learning and the complexity of these problems will increase at each level of the course thus promoting a proactive learning environment. The aim of this is to promote autonomous learning and greater responsibility to equip apprentices with the appropriate skill set to take up employment within their chosen career path.

Digital technologies are widely used in construction, and influence working practices, decision making and efficiency in all types of project. Students will use technology throughout their studies. Not only will they use standard software packages to produce assessments (such as Microsoft Word, Excel and PowerPoint), but also learn about industry standard software used for specific purposes such as Microsoft Project, BCIS and NBS. Apprentices will also learn about where and how to find credible sources of information, such as online from websites, databases and other good quality resources.

Assessment methods

The course offers a variety of assessment to students, which aim to allow students to demonstrate their understanding and interpretation of core learning material and develop their intellectual ability within the context of an assessment. There will be formative assessment in all modules, which provides feedback to students as to whether they need to modify their approach to improve their performance. The function of formative assessment is to give feedback on your progress throughout the module.

A number of modules will have assessment based upon an integrative project that is core at each level of the course. These assessments allow the modules to be contextualised within the full range of learning at each level. The integrated project provides synoptic assessment and synoptic learning. The synoptic assessments are identified in the module descriptors and module handbooks.

The themes of the integrated projects are:

- Level 4 Simple Construction
- Level 5 Industrial & Commercial Construction
- Level 6 Advanced Construction

A variety of assessment methods are used. Some modules are assessed through a combination of examination and coursework and others by coursework only.

Examinations Open and Closed Book: These will comprise of tasks based on a problem or argument, which requires knowledge of the subject and the reference material as appropriate. This is in line with the overarching assessment strategy. These can be written, multiple choice or combination of both.

Essays: These will be discrete elements of assessment based on a problem or scenario relating to the management of the built environment, technology or design. These will require investigation and research into a specific area and the formulation of an objective conclusion, which is supported by appropriate referencing.

Projects: These will be based on a scenario that relates directly to a construction related situation and will require an objective solution to the problem that has been set.

Presentations: These will be in the form of a group presentation or on an individual basis that address concepts of a particular scenario. These will also include a question and answer element.

Portfolios: Some assessments are based upon the production of a number of individual elements of work which collectively develop a solution to a particular problem or situation. The portfolios will include some or all of the following: artefacts, models, drawings or posters.

Debates: Group debates will be conducted around a particular topic or subject area. A proposition will be offered and defended within the group context.

In-Class Tests: These will comprise tasks based on a problem or argument which requires knowledge of the subject and the reference material as appropriate. This is in line with the overarching assessment strategy. These can be written, multiple choice or combination of both.

The programme has been designed to combine a number of modules to produce an integrated assignment across each level of the programme. The assessment for the integrated assignment will be embedded in each individual module that forms a part of the overarching integrated assignment. This is known as synoptic learning and has been designed to contextualise module learning across each level.

The central aim of the teaching and learning strategy is to promote the development and delivery of a sustainable built environment to meet the needs of clients both nationally and internationally.

The principles of construction technology, professional practice, ethics, health and safety and CDM are fundamental to the delivery of the built environment and are covered at each level in the programme.

The use of digital practice is increasing in construction and will affect working practices, decision making and efficiency in project delivery. Digital practice is covered throughout the course to equip the students with the appropriate skill set to meet the new challenges in the construction industry.

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all students on the course.
- **Option** modules give you a choice of modules and are normally related to your subject area.
- **Electives:** are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.
- Additional information may also be included above each level for example where you must choose one of two specific modules.

Modules

Level 4

Award of Certificate of Higher Education available.

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
4BUIL006W	Building Science and Structures (Technology 1)	Core	1	20	10
4CNMN001W	Introduction to the Built Environment (Management 1)	Core	1	20	10
4CNMN002W	Site Engineering and Management	Core	1	20	10
4BUIL008W	Building Design	Core	2	20	10
4BUIL004W	Construction Technology and Services (Technology 2)	Core	2	20	10
4PJMN001W	Project, Commercial and Organisational Environment (Management 2)	Core	2	20	10

Level 5

Award of Diploma of Higher Education or Foundation Degree available.

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
5CNMN002W	Advanced Measurement (Management 6)	Core	3	20	10
5CNMN004W	Construction Engineering Technology	Core	3	20	10
5CNMN005W	Environmental Science and Services	Core	3	20	10
5PJMN002W	Project and Commercial Management (Management 5)	Core	3	20	10
5CNMN001W	Construction Project Based Learning (Management 4)	Core	4	20	10
5PJMN001W	Project Procurement, Management and Law (Management 3)	Core	4	20	10

Additional Year

The following modules must be passed for the award title "with International Experience":

5BUSS013W: WBS international Experience Year Semester 1 (60 credits)

5BUSS014W: WBS International Experience Year Semester 2 (60 credits)

The following modules must be passed for the award title "with Professional Experience":

5BUSS011W: Professional Placement Project Part 1 (60 credits)

5BUSS012W: Professional Placement Project Part 2 (60 credits)

Module Code	Module Title	Status	UK credit	ECTS
5BUSS011W	Professional Placement Project Part 1	Option	60	30
5BUSS012W	Professional Placement Project Part 2	Option	60	30
5BUSS013W	WBS International Experience Year Semester 1	Option	60	30
5BUSS014W	WBS International Experience Year Semester 2	Option	60	30

Level 6

Award of BSc Honours available.

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
6BUIL003W	Construction Technology & Innovation (Technology 6)	Core	4	20	10
6PJMN005W	Contract Administration and Practice (Management 11)	Core	4	20	10
6CNMN004W	Current Issues in the Built Environment	Core	5	20	10
6CNMN001W	Professional Practice (Management 7)	Core	5	20	10
6PJMN002W	Project Evaluation and Development (Management 10)	Core	5	20	10
6PJMN003W	Project Management (Management 9)	Core	5	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

The BSc (Hons) Quantity Surveying and Commercial Management course is accredited by the Royal Institution of Chartered Surveyors (RICS) and the Chartered Institute of Building (CIOB). As such graduates from the course can progress directly towards full professional qualification with the RICS and the CIOB. This professional accreditation can be helpful to graduates in securing employment, as many employers require their staff to be professionally qualified.

Course management

The BSc (Hons) Quantity Surveying and Commercial Management course is one of three pathways in the Construction Studies Programme, which is managed by a Programme Leader. Additionally, there is a course leader specifically for the Quantity Surveying and Commercial Management pathway.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations.

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning

Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](https://www.westminster.ac.uk/academic-learning-development).

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>.

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2022©

