

## Nottingham Trent University Higher/Degree Apprenticeship Course Specification

### Basic Course Information

|    |   |  |
|----|---|--|
| 1. | Awarding Institution:                         | Nottingham Trent University  |
| 2. | School/Campus:                                | School of Architecture, Design and Built Environment/ City Campus                  |
| 3. | Final Award, Course Title and Modes of Study: | BSc (Hons) in Quantity Surveying & Commercial Management – Part Time (Day Release) |
| 4. | Title of apprenticeship                       | Chartered Surveyor Degree Apprenticeship   |
| 5. | Normal Duration:                              | Degree - 5 Years<br>Apprenticeship – 5-6 Years                                     |
| 6. | UCAS Code:                                    | K240   |

### 7. Overview and general educational aims of the course

The BSc (Hons) Quantity Surveying & Commercial Management course is designed for apprentices who want to be at the centre of the management of construction procurement processes. The course will develop your knowledge and skills to effectively undertake the role of quantity surveyors and commercial managers in a construction team to secure the right quality scheme, on time and at the right price.

The course takes the knowledge of theory into practice through professional and transferable skills development appropriate for the industry. Such development is essential preparation for preparing you for your continued role in the industry.

The course, which is delivered and assessed by NTU, forms part of the Chartered Surveyor Apprenticeship, which has been developed by the Royal Institution of Chartered Surveyors (RICS). The RICS set the apprenticeship standard, and also undertake the end point assessment of the apprenticeship. More details on assessment can be found in section 10 of this document.

The apprenticeship consists of three key elements:

1. Degree course, taught and assessed by NTU
2. Employment and practical training, provided by your employer
3. Professional membership of the RICS, which is managed and assessed by the RICS

Together, these will provide you with the knowledge and competence to be a Chartered Quantity Surveyor.

The development of this degree course has been guided by various RICS documentation including the competencies requirements. This is accessible from:

<http://www.rics.org/uk/apc/pathway-guides/construction-pathway-guides/quantity-surveying-and-construction/>

More information about apprenticeships and the RICS can be found here:

<http://www.rics.org/uk/the-profession/apprenticeships/>

In summary, the course aims to:

- Provide you with the necessary knowledge, skills and attributes to become a key player in the construction team in securing project objectives;
- Equip you with the skills that will support your career and professional development;
- Prepare you for postgraduate study and lifelong learning.
- Prepare you for the RICS assessment of professional competence and their end point assessment.

#### 4. **Course outcomes**

Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.

#### **Knowledge and understanding**

By the end of the course you should be able to:

- Analyse and evaluate the technical, financial and contractual concepts, principles and theories associated with the procurement, production, refurbishment, maintenance and development of construction projects. (B, C & D)
- Describe and discuss the legal, economic, financial, political, technological and environmental principles, theories and practices which affect the construction process and within which construction and client organisations operate. (B, C & D)
- Evaluate and explain the role of quantity surveyors/commercial managers and their professional and commercial contribution towards the procurement, production and development of construction projects. (B, C & D)
- Demonstrate a systematic understanding and explain the roles of quantity surveyors/commercial managers within the project team and other professionals involved in the procurement and delivery of projects for construction clients. (B, C & D)
- Demonstrate a systematic understanding of and discuss ethics, sustainability, health and safety and other values which affect and inform the professional judgement, duty of care and responsibilities of quantity surveyors/commercial managers to all stakeholders. (B, C & D)
- Demonstrate a good understanding of the impact of disability, social class, ethnicity, gender, religion, nationality, sexuality, and other social experiences and subjectivities in construction management contexts. (B, C & D)

(B) Indicates that the outcome has been mapped to the QAA Building and Surveying benchmark standards accessible from:

<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=3124#.WQsKyWVNVHg>

(C) Indicates that the outcome has been mapped to the Construction Industry Council (CIC) Higher Education Graduate Common Learning Outcomes accessible from:

<http://cic.org.uk/publications/?cat=other-publications>

(D) Indicates that the outcome has been mapped to the Chartered Surveyor Apprenticeship Pathway, more details on this pathway are accessible from:

<https://www.gov.uk/government/publications/apprenticeship-standard-chartered-surveyor>

### **Skills, qualities and attributes**

By the end of the course you should be able to:

- Interpret a range of data to provide appropriate advice to the different types of construction clients in meeting their project and business objectives. (B, C & D)
- Undertake and manage the pre- and post- contract procedures and processes of construction projects. (B, C & D)
- Utilise appropriate tools and techniques in pre and post contract risk, value and financial management. (B, C & D)
- Utilise effectively the necessary range of appropriate written, oral and presentation skills. (B, C & D)
- Select and use effectively the necessary range of numerical methods for calculating, checking and presenting solutions to problems. (B, C & D)
- Evaluate the appropriateness of a range of sources including current research, draw on evidence to reflect and evaluate competing explanations to draw appropriate conclusions. (B, C & D)
- Work effectively in teams through interpersonal relationships and group dynamics to agree goals, plans, and review and evaluate progress. (B, C & D)
- Define, investigate and analyse problems of a non-routine and unfamiliar nature and apply judgement to devise practical and creative solutions. (B, C & D)

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### **5. Teaching and learning methods**

In the majority of modules an innovative selection of teaching and learning methods are used. Classes are a mixture of formal lectures supported by smaller group classes such as seminars, workshops, surgeries, laboratory sessions, project meetings and tutorials. The smaller group sessions are designed to be more apprentice-led than lectures. The university also provides an online resource to support teaching and learning, called the Nottingham Trent University Online Workspace – NOW. This course and all associated modules are represented on the NOW and it is used to assist the School team in providing you with various information associated with the course and modules delivered by the tutors. Although the NOW is a useful tool for the above, it is not a substitute for your attendance in the timetabled classes.

Certain exercises based on real work problems are used in various project-based modules on the course. Collaboration and working in a team is an important skill for the profession working in a multi-disciplinary global environment. Therefore, a

collaborative working and/or teamwork element is included in such modules. Analysis and problem-solving skills are further developed through the individual dissertation and project modules in the final year.

Some modules utilise a work based learning approach, where you will be asked to reflect on your working practice against what has been taught, and also demonstrate your work based activities against set criteria.

Your class contact time (timetabled lectures, seminars and the like) is only one part of your learning journey. Therefore, the majority of your learning is undertaken independently outside timetabled classes and in the workplace. You will progress through stages of learning as you become an autonomous learner. At Level 1 (NQF 4) you will 'learn by doing', Level 2 (NQF 5) you become an 'independent' learner, and a 'reflective' learner at Level 3 (NQF 6).

## 6. **Assessment methods**

The assessment for the completion of the apprenticeship consists of two main parts:

1. **The Degree programme**, which is delivered and assessed by Nottingham Trent University over a 5 year duration
2. **The RICS Assessment of Professional Competence**, which is managed and assessed by the RICS, and is undertaken over the last 2 years of the degree programme, with the final end point assessment stage of this being sometime after graduation from the degree programme.

More details on these assessments are as follows:

### The Degree Programme.

The degree programme is based on coursework and projects as well as examinations – including electronically assessed tests. Coursework assignments can be in various forms such as essays, reports, portfolios, class presentations, laboratory work and assessments undertaken under time constrained conditions. Projects can either be individually assessed or based on one assessment for the whole group. Some of the assessments will involve you grading yourselves either for individual or team activities, supported throughout by formative assessment. Examinations and electronically assessed tests are scheduled appropriately throughout the academic year.

Different modules have different combinations of innovative assessment methods. They are designed to give you a variety of ways in which to demonstrate achievement of the range of learning outcomes and the extent to which each of these is attained to establish your degree classification.

The range of assessment methods has been developed in accordance with the Chartered Surveyor Apprenticeship assessment plan, and includes alignment to assist apprentices with their final end point assessment.

### The RICS Assessment of Professional Competence (APC)

The APC is managed by the RICS, with support from NTU, and runs alongside the degree programme during the final two years of study.

This consists of the following:

- Diary and log book of experience over the two-year period
- 3 monthly assessments of competence by apprentices' supervisor and counsellor
- End point assessment

The end point assessment aspect consists of the following:

- A 5500 word summary of experience
- A 3000 word case study
- A record of at least 48 hours of CPD over the last 2 years
- A final presentation and interview

Apprentices will need to successfully complete and pass their BSc (Hons) degree before they are able to apply for final interview. The decision as to when the apprentice is ready to take the end point assessment will be made by the apprentice's supervisor and counsellor who must confirm that they have satisfied the RICS APC competencies for their chosen pathway.

Support for the end point assessment will be provided through the Level 6 modules of the degree programme provided by NTU, but none of the APC or end point assessment are assessed by NTU.

More information about the RICS APC process and the roles of the counsellor and supervisor can be found on the RICS website: <http://www.rics.org/uk/apc/>

### 3. **Course structure and curriculum**

The apprenticeship route requires apprentices to be working in appropriate employment while not in attendance at the University. Apprentices following the apprenticeship mode of study normally are expected to be in attendance one day per week for the duration of the academic year. The course runs for a total of five years.

You will study a diet of modules to develop the course outcomes as follows:

| <b>Modules</b>  | <b>Year of Study</b> |
|---|----------------------|
| <b>Level 4 120 credit points (CPs)</b>                        |                      |
| Fundamentals of Construction (40CPs)                          | 1                    |
| Introduction to Measurement & Cost (20CPs)                    | 1                    |
| Practice in the workplace (40CPs)                             | 1                    |
| Architectural Science & Building Engineering Services (20CPs) | 1                    |

| <b>Level 5 120 credit points (CPs)</b>               | <b>Year of Study</b> |
|--|----------------------|
| Measurement (20CPs)                                  | 2                    |
| Construction Technology (20CPs)                      | 2                    |
| Law (20CPs)  | 2                    |
| Contract Administration: Control and Finance (20CPs) | 3                    |
| Cost Planning & Estimating (20CPs)                   | 3                    |
| Sustainable Technology (20CPs)                       | 3                    |

| <b>Level 6 120 credit points (CPs)</b>   | <b>Year of Study</b> |
|--|----------------------|
| Project and Financial Management (20CPs) | 4                    |
| Quantity Surveying Project (40CPs)       | 4                    |
| Contract Practice (20CPs)                | 5                    |
| Dissertation (40CPs)                     | 5                    |

The modules studied will incorporate some aspects of reflection on your work experiences, with some specific modules being entirely work based, for example Practice in the Workplace in Year 1.

In addition to the modules being studied, during your final two years of study you will be required to maintain a diary and log book that charts your work based learning and map it against the RICS competency framework.

#### 4. **Admission to the course**

##### **Entry requirements.**

For current information regarding all entry requirements for this course, please see the 'Applying' tab on the NTU course information web page.

#### 5. **Support for learning**

Apprentices are required to attend the induction course at the beginning of the first year. You will be provided with an overview of the way the course runs as well as an introduction to the IT, library and other teaching and learning resources. You will also receive a course handbook which contains the essential information about the course and the support we provide for your learning.

In addition to this, the course team runs a series of activities during the first week of term, including construction site visits, team building and practical hands on experiences. These will help you to meet fellow apprentices from your course, and can be the start of some lifelong friendships. This week is where you will be assigned an academic mentor, who will run icebreaking sessions to get to know their apprenticeship group and offer one to one meetings with individual apprentices. Scheduled meetings with your academic mentor will take place throughout your first year, but your mentor will be available at any point should you need them. Your academic mentor will be a key point of contact for you during your time at NTU, and will be on hand to offer advice and guidance on all aspects of your degree journey. This is in addition to a workplace mentor, which will be provided by your employer, and would typically be your supervisor or line manager.

##### Roles of Academic Mentor, Workplace Mentor and Employer

##### Assigning of Academic Mentors

Each apprentice will be allocated an Academic Mentor, who is an academic member of University staff. This person fulfils a role combining that of personal tutor and provides academic supervision. The Academic Mentor will work with the apprentice and with the employer and the Workplace Mentor throughout the programme,

providing continuity and a single point of contact for academic and administrative matters. The responsibilities of the Academic Mentor include the following:

- Pastoral support including regular contact with the apprentice,
- Being in contact with the apprentice regularly to discuss progress in their modules.
- Liaising with the employer for any other purpose.

#### Selecting Workplace Mentors

Employers are asked to nominate an 'Workplace Mentor' for each apprentice. This individual should preferably not be the apprentice's line or task manager. The Workplace Mentor should meet the apprentice regularly to discuss progress in their apprenticeship, and should be empowered to take action relating to supporting the development of the apprentice on behalf of the apprentice if required.

NTU will be holding training events for workplace mentors and employer assessors in the beginning of each new academic year.

The responsibilities of the Workplace Mentor include the following

- Liaise with the Academic Mentor, Professional body and Apprentice Administrator to facilitate formative and summative assessment of learners' skills and knowledge
- Identify and refer issues relevant to learners progress and well-being, to education-providers and/or workplace colleagues
- Advise, guide and supervise learners to acquire the most benefit from their learning programme
- Work with education providers and workplace colleagues to plan and implement structured and meaningful learning and work experience
- Identify and refer issues relevant to learners' progress and well-being, to education-providers and/or workplace colleagues
- Collaborate with the wider education support

#### Progress monitoring – Informal and Formal reporting

Academic mentors will speak to their apprentices regularly to discuss progress, issues, etc. If any issues arise which could affect the apprentice's progress in the course, the academic mentor will apprise the workplace mentor and programme lead so that any necessary action can be taken.

Lecturers will have regular contact with apprentices during online workshops. If an apprentice makes unsatisfactory progress (e.g., if inadequate preparation is evident, or the apprentice misses multiple workshops or fails to submit coursework), the lecturer will advise the apprentices' academic mentor, who will follow up with the apprentice and escalate the issue if necessary.

At the end of each academic year, following the examination period, the university will advise the company of the grade achieved by each of its apprentices in each module.

#### Workplace visits

Periodic workplace visits by the Academic Mentor, or other nominated member of staff, will allow opportunity for review and feedback on all aspects of the apprenticeship, and for the mentor to see the apprentice in their work environment. These meetings will normally include the Workplace Mentor as well.

Workplace visits will normally take place three times per academic year, and will be arranged between the employer, the apprentice, the Academic Mentor and the Apprentice Administrator. At least one visit will preferably take place in person, though some can be conducted remotely, by Skype for example, if necessary.

Regular contact outside of these workplace visits will also be maintained through Academic Mentors, and the Apprenticeship Administrator.

### Eportfolio

To enable effective, accurate and credible evidence to be gathered throughout the apprenticeship we will use an eportfolio that will bring all the apprenticeship standard evidence together in one place, we will also upload or carry out reviews and record information from you, the academic mentor and the workplace mentor. This will allow us to accurately establish that the apprentice has met all the requirements to be at the gateway stage prior to the end point assessment. During the mentor training we will train all involved how to use the eportfolio.

Apprentices must document their work and achievements in the form of an e-portfolio. The apprentice's e-portfolio will be able to be accessed by the employer and the academic mentor allowing assessment of the knowledge and competence to be evidenced.

### End Point Assessment Support – RICS Requirements

In addition to the roles of the academic and workplace mentors, apprentices will be required to have a supervisor and a counsellor allocated to them by their employer before they can commence the RICS assessment of professional competence (APC), which is undertaken alongside the last two years of the degree course. These roles have an important part to play in terms of your professional development and will be monitoring your attainment against the RICS competency framework. More information on the requirements of these roles can be found on the RICS website:

<http://www.rics.org/uk/apc/pathway-guides/construction-pathway-guides/quantity-surveying-and-construction/>

### Other Support Offered by NTU

The University has an electronic resource called the NTU Online Workspace (NOW) which is also used to provide course and module information to assist your learning. Further details can be found at:

[http://www.ntu.ac.uk/current\\_students/studying/now/index.html](http://www.ntu.ac.uk/current_students/studying/now/index.html)

The library and learning resources and IT facilities are regularly updated to meet the teaching and learning requirements of the course. Further information can be accessed from:

<http://www.ntu.ac.uk/llr/>

The University Central Student Support Services offers extensive support and advice on a range of matters. Further information can be obtained from:

<https://www.ntu.ac.uk/study-and-courses/starting-at-ntu/services-and-support/student-support-services>

## **6. Graduate destinations/employability**



The course is designed in consultation with both the professional bodies and industry employers, to ensure that the content is relevant to the quantity surveying profession, and to ensure that our graduates are in the best possible position to gain employment.

Although apprentices need to be in employment during their studies, the full range of employability support is still available should apprentices wish to look for new positions if their personal circumstances change.

The success of graduates on securing employment after graduation demonstrates how suitable the course is for those entering the profession, either through full time or part time study routes.

Employment opportunities for our graduates within the construction industry are excellent, with 92% of Nottingham Trent University's graduates\* with first degrees from full-time study are employed or engaged in further study within six months of leaving, NTU is one of the top universities in England and Wales for its graduate employment rate.

\*of those available for work, DLHE survey 2015/16

The university is consistently placed to the top of the league table of all UK universities for graduate employment. Stats on the unistats website show that the course has 95% of grads working or in further study.

Information about ADDBE placements can be found:  
<https://www4.ntu.ac.uk/adbe/courses/placements/index.html>

Information about NTU Employability Team can be found:  
<https://www4.ntu.ac.uk/employability/>

The following are some of the articles that highlight the excellent employability of our graduates.

<https://www.theguardian.com/education/ng-interactive/2016/may/23/university-league-tables-2017#S500>

[http://www.ntu.ac.uk/about\\_ntu/](http://www.ntu.ac.uk/about_ntu/)

## **7. Course standards and quality**

- Course and staff/student consultative committees monitor student feedback about the course and modules delivered.
- Tutors give feedback on your work.
- There are two external examiners, one of whom is an academic and the other a professionally qualified practitioner. Both the external examiners submit annual reports on the standards and quality of the course.
- The course is accredited by the Royal Institution of Chartered Surveyors (RICS) and their partnership requirements are adhered to. Further information can be obtained from:  
<http://www.rics.org/>
- The subject benchmarks (Land, Construction, Real Estate and Surveying) of the Quality Assurance Agency (QAA) and the Construction Industry Council (CIC) Higher Education Graduate Common Learning Outcomes have been incorporated into the course's learning outcomes.
- The Centre of Academic Development and Quality (CADQ) provides a central resource for the introduction, maintenance and enhancement of courses of study

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|--|--|---------------------------|-----|--|---|--|--|--|--|
| <p>within the University. Its guidance is sought for any quality assurance matters relating to the course. Further information is accessible from:<br/> <a href="http://www.ntu.ac.uk/cadq/">http://www.ntu.ac.uk/cadq/</a></p>  |  |                           |     |  |   |  |  |  |  |
| 8.   | <p><b>Assessment regulations</b><br/> This course is subject to the University's Common Assessment Regulations (located in Section 16 of the Quality Handbook). Any course specific assessment features are described below:</p> |                           |     |  |   |  |  |  |  |
| <p>9. <b>Additional Information</b></p> <table border="0"> <tr> <td>Collaborative partner(s):</td> <td>N/A</td> </tr> <tr> <td>Course referenced to Quality Assurance Agency for Higher Education (QAA) Benchmark Statements:</td> <td>Land, Construction, Real Estate and Surveying</td> </tr> <tr> <td>Course referenced to national apprenticeship standards:<br/>Course recognised by:</td> <td>Chartered Surveyor <ul style="list-style-type: none"> <li>• RICS The Royal Institution of Chartered Surveyors</li> <li>• Board of Quantity Surveyors Malaysia</li> <li>• CIOB Chartered Institute of Building</li> </ul> </td> </tr> <tr> <td>Date this course specification approved:</td> <td></td> </tr> </table> |  | Collaborative partner(s): | N/A | Course referenced to Quality Assurance Agency for Higher Education (QAA) Benchmark Statements: | Land, Construction, Real Estate and Surveying | Course referenced to national apprenticeship standards:<br>Course recognised by: | Chartered Surveyor <ul style="list-style-type: none"> <li>• RICS The Royal Institution of Chartered Surveyors</li> <li>• Board of Quantity Surveyors Malaysia</li> <li>• CIOB Chartered Institute of Building</li> </ul> | Date this course specification approved: |  |
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