

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 - Construction Management • Bachelor of Science with Honours - Real Estate <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"> • Foundation Certificate (Fdn Cert) - Property and Construction
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)	Land Construction, Real Estate and Surveying
Professional statutory or regulatory body	<p>Not applicable for level 3 provision. However, should the student continue onto and complete an BSc honours degree, they will be undertaking a course of study which has been approved by the following Professional Bodies:</p> <ul style="list-style-type: none"> • BSc Construction Management: Chartered Institute of Building (CIOB) Chartered Association of Building Engineers (CABE) • BSc Quantity Surveying and Commercial Management: Chartered Institute of Building (CIOB) and Royal Institution of Chartered Surveyors (RICS) • BSc Real Estate: Royal Institution of Chartered Surveyors (RICS)
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 - 4 years standard length • BSc Construction Management FT, Full-time, September start - 4 years standard length • BSc Real Estate FT, Full-time, September start - 4 years standard length
Valid for cohorts	From 2025/6

Additional Course Information

This programme specification details only the foundation year (level 3) of the above courses. The final award is dependent on the student's chosen pathway. This programme specification should be cross referenced with the final degree for Levels 4-6.

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 aim of this Foundation year is to develop and prepare students for study in the area of Property and Construction. During the Foundation year you will get a chance to develop in your chosen field, working with academics who will encourage you to become a confident and creative thinker within the Property and Construction subject areas. Our Foundation year gives you the opportunity to explore new ideas, providing new perspectives on the key debates within your chosen field. The core modules are designed to accelerate your academic and professional development, bringing together like-minded students to think about the 'key themes' within your discipline. By working with students from a range of backgrounds and disciplines, you will develop important teamwork skills which will enable you to solve problems with added confidence.

The Foundation year will draw upon the School's subject area expertise within the areas of Property and Construction, preparing students for progression to degree programmes from one of the BSc pathways highlighted above. The students will have an opportunity to network and learn from peers. The network groups are available through the property and construction societies within the Student Union and students are encouraged to become student members of the relevant professional body.

The Property and Construction content within the foundation year will be delivered through four core modules, Property People and the Economy; Construction Methods, Materials and Technologies; Design and Development; and Sustainable Environments. Academic skills will be developed through two core modules, Introduction to Academic Practice and Critical Thinking for Academic and Personal Development.

The Property, People and the Economy module aims to investigate both the residential and commercial markets.

The Construction Methods, Materials and Technologies module will provide students with an introduction to the construction methods, materials, and technologies used when designing, constructing and operating built environment assets. It will look at new-builds, refurbishment and infrastructure projects, traditional and modern construction techniques across a wide range of sectors, including the residential, commercial, educational and hotel sectors.

The Design and Development module will introduce students to the building lifecycle, including the design, development and operation stages.

The Sustainable Environment module aims to introduce the basis of sustainability and sustainable development in the light of planning, land and land use, including the discussion the UN Sustainable Development Goals (SDG).

You will have the opportunity to explore all that London offers, including trips which will allow you to engage with a range of industries and organisations. You will be inspired to think imaginatively and critically about your chosen subject, with our core modules giving you the chance to develop the key skills for academic and professional success.

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 mapping of attributes and modules listed as below:

Graduate Attribute	Modules Related
Critical and creative thinkers	3ACHE003AW, 3ACHE004AW, 3BUIL001W, 3CNMN001W, 3PLAN001W, 3PROP001W
Literate and effective communicator	3ACHE003AW, 3ACHE004AW
Entrepreneurial	3ACHE003AW, 3ACHE004AW
Global in outlook and engaged in communities	3BUIL001W, 3CNMN001W, 3PLAN001W, 3PROP001W
Social, ethically and environmentally aware	3BUIL001W, 3CNMN001W, 3PLAN001W, 3PROP001W

Employability is embedded in all our programmes and as a school we pride ourselves on the opportunities for employment available to our students. We work closely with industry to provide our students with invaluable exposure to organisations within the Property and Construction fields. Delivering client presentations in an industry setting, with assessments intertwined with real life projects, are an example of the activities you will be able to engage with thereby enhancing your own personal employability. Our close association and accreditation by leading professional bodies such as the Royal Institution of Chartered Surveyors (RICS), the Chartered Association of Building Engineers (CABE), and the Chartered Institute of Building (CIOB), is another example of how you have an opportunity to build a network with your peers and leading experts within the Property and Construction industry.

Upon successful completion of the Foundation year, you will progress to Level 4 of one of the following BSc pathways:

- BSc (Hons) Construction Management
- BSc (Hons) Quantity Surveying and Commercial Management
- BSc (Hons) Real Estate

As the Foundation year (level 3) content is common across all the Property and Construction foundation pathways it may be possible to transfer to any one of the Degree pathways above and this should be discussed with your course leader.

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 3 course learning outcomes: upon completion of Level 3 you will be able to:

- L3.1 Develop an ability to integrate the foundational understanding of the different disciplinary areas that make up the Property and Construction Industry (KU PPP)

- L3.2 Identify the key academic reading, writing, research and assessment skills appropriate to the study of Property and Construction (KU PPP)
- L3.3 Develop an ability to evaluate your own strengths and weaknesses as a student, and the ability to engage independently as well as a member of a team; (PPP KTS)
- L3.4 Develop the ability to understand and formulate basic arguments, and to begin to think critically, creatively and ethically (KU GA PPP)
- L3.5 Engage with and be curious about key topics, debates, and theories in Property and Construction (KU)
- L3.6 Demonstrate a range of employability and study related skills and knowledge and understand your own identity in learning and professional contexts (GA KTS)

How will you learn?

Learning methods

The Foundation year is constructed around a clear and rigorous sense of the skills required for success in Higher Education and the Property and Construction sectors. In keeping with this, innovative and inclusive methods of learning and teaching will engage you and inspire in you a keen sense of the lively and changing nature of your subject. These methods are focused particularly in developing in you a critical self-reflexivity and an awareness of your own learning experience throughout the modules, not just when engaging in summative assessments. A distinctive feature of the degree is that it encourages you to make connections between the various modules and subjects you are engaging with in your Foundation year. The modules will provide the foundations in the Property and Construction subject area, which are then further explored with modules that will help you enhance your academic and professional skills.

Our Foundation year has been designed to place supported independent learning at the heart of the curriculum. Our learning environment is structured to enable students to address key issues and themes in their broad discipline in a way that is both relevant and creative. Our active learning sessions are concerned with learning to critically evaluate the skills required for studying a Degree in one of our Property and Construction Pathways. We provide a learning environment that encourages students to reflect on key concepts, issues and debates beyond the formal classroom environment. We encourage our students to 'own' the classroom and this is reflected in the fact that we have adopted a model of learning which values student partnership and student enquiry as the primary focus on all our modules. In addition, we have dynamic learning environments other than lectures and seminars. Our Foundation students have the workshop at our Fabrication Lab to explore emerging technologies for architecture and the built environment. Some modules like 3ACHE03AW and 3ACHE04AW will arrange the Fab. Lab workshop as the seminar activities.

Teaching methods

A number of innovative and distinct learning environments and experiences are offered to students on one of our Property and Construction Foundation years, including:

Lectures: Lectures involve presentations by academic staff, practice-based professionals, and/or external speakers. Many lectures involve an interactive and/or 'blended learning' element and we encourage students to participate fully in lectures, either by responding to questions or posing their own questions.

Workshops: Many modules will offer interactive workshops that allow students to explore a topic, theme or subject through their own knowledge and informed analysis of a problem.

Seminars: Seminars are informal teaching/discussion sessions in smaller groups and involve greater interaction with the lecturer and with small peer groups.

Tutorials: In a tutorial a student meets with their tutor either individually or as a part of a small group. Tutorials provide an opportunity to discuss problems and issues, providing a pastoral ethos to support learning.

Field trips/Site visits: Students may undertake fieldwork or visit relevant organisations or research establishments as part of their studies to view current practice and engage with industry. These visits have been embedded in the core modules within Property and Construction to help you provide context to your academic studies.

Assessment methods

The course offers a variety of assessments to students which aim to foster creative and critical thinking through an awareness of their chosen subject in Property and Construction. The course offers a variety of assessments to students in order to nurture as well as assess their academic development.

We have adopted a mixture of assessment types to ensure that students develop a broader range of skills for professional success than would be transferred by traditional assessment methods alone. The assessments have been designed to offer a more flexible method of meeting the course/module learning, helping to prepare them for future study and professional development.

Where possible “real world” problems are used as a basis for assessment, giving the opportunity for students to draw upon their own experiences and interests.

In designing the assessment strategy for the Foundation year, the Course Team has sought to ensure a balance between traditional and innovative forms of assessment. We have mapped our assessment on the modules to ensure a good balance between formative and summative assessment. We are also preparing students for the types of assessment they will encounter later in their studies within this programme (at level 4 to 6).

In this regard, students would typically be exposed to the following forms of assessment:

- Essays
- Individual Presentations
- Group Presentations
- Video compilations
- Roleplays
- Project Work
- Critical Reflections
- Group Multi-media Item
- Self-assessment
- Peer assessment
- Oral Debates
- Reports
- Book reviews
- Posters

Equality, Diversity and Inclusion

The Equality, Diversity and Inclusion (EDI) policies are university wide. It explains our commitments, to enable a supportive and safe learning and working environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and in which harassment and discrimination are neither tolerated nor acceptable. The policies and procedures are accessible on the University page: [Equality-and-inclusion-policy-2024.pdf](https://www.westminster.ac.uk/equality-and-inclusion-policy-2024.pdf) (westminster.ac.uk)

We are proud to teach such a diverse range of students on Built Environment courses at Westminster. Students are at the core of everything we do, and we encourage everyone to draw on their own experience when approaching work, centring their practice at the heart of their and our communities.

The study of the Built Environment contributes to a more equal and diverse society. Built Environment is inherently concerned with issues around representation, identity, and power, and has the potential to challenge stereotypes. By studying the Foundation programmes of property and construction, students are equipped with the skills and knowledge to critically engage with the industry and their social and cultural meanings, and to produce work that reflects diverse perspectives and experiences.

Community and Collaboration

We are actively working to decolonise our curriculum and to include diverse voices, perspectives, and histories in course materials and curricula. We listen to our students and support them in all aspects of the programme to develop their own creative practice and shape their individual journey through the course. Students come to Westminster from many different and varied backgrounds, and this rich cultural heritage enables an exciting atmosphere of mutual support, where students learn about other communities as well as find the space to explore their own. The course design ensures that students can take charge of their projects, based on their own knowledge and cultural interests. Students have the opportunity to collaborate with peers and participate in community-oriented spaces, as we seek to expand education beyond the classroom and to contribute to society in a meaningful way.

Inclusion and Equality

Our commitment to inclusivity drives us to address inequality wherever we find it. We welcome applications from students of all backgrounds and needs. We provide a safe and inclusive environment for all, so that everyone feels valued and contributes to our programme, and throughout the programme we embed diversity and inclusion in all that we do. Such as the group work embedded at each module e.g.: 3BUIL001W Design and Development, 3CON001W Construction Methods, Materials and Technologies, 3PLAN001W Sustainable Environments, 3PROP001W Property, People and the Economy, which encourages equality, diversity and inclusion. In addition, students can develop a collaborative competency through the learning activities. This goes right from students' first day on the course to well beyond graduation, as the course is designed to enhance career options for everyone.

Other than the learning activities, the content of our modules like 3ACHE03AW Introduction to Academic Practice, 3ACHE04AW Critical Thinking for Academic and Professional Development, 3BUIL001W Design and Development, 3CON001W Construction Methods, Materials and Technologies, 3PLAN001W Sustainable Environments, 3PROP001W Property, People and the Economy integrates diverse stakeholder perspectives, emphasizing universal design principles, and considering the socio-economic impacts of development projects. The seminar activities and/or assessments are composed to incorporate student choice i.e. there are no set answers so students can include their own identity beliefs and cultural influences within their submissions.

Our course provides opportunities for students to gain practical experience through regular contact with industry professionals, such as work placements, guest talks by industry experts, participation in mentorship programmes, and site activities in built environment spaces. These experiences help students to become familiar with industry practices and provide them with a sense of agency and confidence, while also enhancing their employability prospects. This can be particularly beneficial for students who may not have access to wider networks.

Neurodiversity and Disability

Built Environment courses often attract a wide range of students and staff members, including those who are neurodiverse. Our course team is experienced in providing the necessary support to meet the unique needs of our students and we are committed to creating course materials and assessments that are accessible to all students, regardless of their learning style or ability. We work closely with the disability team to ensure that our course is structured in a way that is truly inclusive, with sessions that cater for a range of learning styles and needs, and we ensure that our assessments and teaching formats are adapted to fully accommodate our diverse student body.

Sustainability

The School of Applied Management degree programs draw on subject expertise from: property management and development, investment and construction, information management, operations management, digital business, project management. These subjects share a common goal to improve the performance of global enterprises and the built environment using advanced techniques and technologies, particularly digital. The graduates gain skills to create value by reducing risk, managing cost, delivering return on investment, and ensuring projects and assets are delivered safely and sustainably.

The teaching is informed by an extensive research portfolio, which includes: the production of 'digital twins' in construction; the application of information and communication technology, particularly emerging digital technologies, in organisational settings; the management of complex programmes and international projects; and new thinking in real estate appraisal, together with energy use in buildings and design technology for low carbon building.

Sustainable or net zero construction is a thread that runs throughout the modules and the learners are introduced to sustainable design standards such as Passivhaus, Enerphit & BREEAM. The sustainable construction standards are linked back to the wider UN SDG's e.g. SDG 7 Affordable & clean energy, SDG 11 Sustainable Cities & Communities.

The longstanding relationships with the professions, employers, government, and public bodies allow School of Applied Management to prepare the graduates and apprentices for the workplace. All the assessments are authentic, include working on 'live' industry-hosted case study projects. Our courses are accredited by professional bodies such as RICS, CABE, and CIOB, while our vibrant apprenticeship provision further strengthens our links with employers.

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 3

Following successful completion progression to level 4 or award of Foundation Certificate in Property and Construction.

Module Code	Module Title	Status	UK credit	ECTS
3CNMN001W	Construction Methods, Materials and Technologies	Core	20	10
3ACHE004W	Critical Thinking in a Changing World	Core	20	10
3BUIL001W	Design and Development	Core	20	10
3ACHE003W	Introduction to Academic Practice	Core	20	10
3PROP001W	Property, People and the Economy	Core	20	10
3PLAN001W	Sustainable Environments	Core	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

Not applicable for level 3 provision. However, should the student continue onto and complete an BSc honours degree, they will be undertaking a course of study which has been approved by the following Professional Bodies:

- BSc Construction Management: Chartered Institute of Building (CIOB) Chartered Association of Building Engineers (CABE)
- BSc Quantity Surveying and Commercial Management: Chartered Institute of Building (CIOB) and Royal Institution of Chartered Surveyors (RICS)
- BSc Real Estate: Royal Institution of Chartered Surveyors (RICS)

Course management

Your course is managed through the Westminster Business School, School of Applied Management. The Course Leader and the teaching team will meet you in the orientation week programme and will help you with enrolment, registration, and orientation to the university, its processes and the culture of higher education. The Course Leader is responsible for development and management of the course in conjunction with the Associate Head of College (Education) and Head of School.

The course is monitored each year by senior members of the College to ensure that it is running effectively and that issues that might affect the student experience have been appropriately addressed. Staff will consider the outcomes from each Course Committee, evidence of student progression and achievement to evaluate the effectiveness of the course. The Teaching Committee audits this process and the outcomes are reported to the Academic Council of the University, which has overall responsibility for the maintenance of quality and standards in the University.

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©