



SEG Awards Level 4 Diploma in Quantity Surveying

England – 610/2941/5
Wales – C00/4908/2

Qualification Guidance

About Us

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

Sources of Additional Information

Skills and Education Group Awards website
www.skillsandeducationgroupawards.co.uk provides access to a wide variety of information.

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Specification Code, Date and Issue Number

The specification code is D5055-04.

Issue	Date	Details of change
1.0	1 st September 2023	New qualification guide
1.1	10 th October 2023	Unit Aim added to all units
1.2	20 th February 2024	Target Group and Progression Opportunities updated
1.3	21 st October 2025	New Review Date

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This guide should be read in conjunction with the Indicative Content document **version 1.0** which is available on our secure website using the link above.

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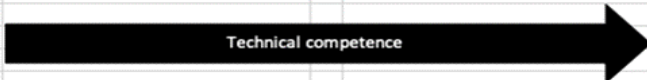
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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Introduction

The SEG Awards Level 4 Diploma in Quantity Surveying is designed to prepare learners to progress onto higher programmes of study, and related qualifications, in quantity surveying.

This curriculum pathway below illustrates an appropriate overall progression for learners of quantity surveying. It is mapped to the competencies of the Royal Institution of Chartered Surveyors and intended to provide an accredited route into the profession.

QS Curriculum		Level 4	Level 5	Level 6
All modules are 20 credits		Knowledge	Know-how	Reflective practitioner
Fundamentals	Law	Construction Law Legal framework Law of contract Law of tort Law of property	Contract practice Standard forms of contract International contracts Financial and time clauses	Dispute Resolution Claims Arbitration Alternative dispute resolution
	Economics	Construction Economics Macroeconomics Microeconomics Company financials Project financing	Tenders and Estimating Simple rates Complex rates Procurement	Financial Management Cost modelling Value management Value engineering
	Management	Organisation and Management Management theories Organisational structures Leadership Communication	Construction Management Construction process Health and safety Project planning	Project Management Bodies of knowledge (BoKs) Teambuilding Key performance indicators Change management
Specialisms	Technology	Construction Technology 1 Material and environmental science Structural design Residential buildings	Construction Technology 2 Environmental science Systems and controls Commercial buildings	Construction Futures Zero carbon and emissions Robotics and automation Digital integration
	QS Practice	Measurement 1 Principles of measurement Preparation of bills of quantities Standard methods of measurement Measurement of residential buildings	Measurement 2 Measurement of commercial buildings Measurement of specialist installations Alternative measurement processes	Professional Practice Professional ethics and standards Corporate strategy Global citizenship
Synthesis	Projects	Design Project History of architecture Principles of building design CAD systems and applications BIM systems and applications	QS Project Capstone project drawing upon all level 5 modules	QS Practice Problem Practice problem based on a real life project
				

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Pre-requisites

Prospective learners are required to have the following qualifications prior to registering on the SEG Awards Level 4 Diploma in Quantity Surveying:

- GCE A Level or equivalent, or an appropriate school leavers certificate deemed by Skills and Education Group Awards to be of a similar level.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: Level 4 Diploma in Quantity Surveying

Learners must achieve 120 credits from the mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
Construction Economics	R/650/7755	4	20	60
Construction Law	T/650/7756	4	20	60
Construction Technology 1	Y/650/7757	4	20	60
Design Project	A/650/7758	4	20	60
Measurement 1	D/650/7759	4	20	60
Organisation and Management	J/650/7760	4	20	60

Aims

The SEG Awards Level 4 Diploma in Quantity Surveying aims to facilitate learners' further progression for a career in quantity surveying. The qualification covers:

- A foundation study of the principles of economics within construction
- A foundations study of the legal context and frameworks within which construction takes place
- A range of concepts in relation to the technology of construction

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- An introduction to the design and specification of buildings
- An introduction to the principles of land surveying and the measurement of building works
- A foundation study of the theories of organisations and management.

Target Group

The SEG Awards Level 4 Diploma in Quantity Surveying is designed for individuals (18+) who have an interest in a career as a quantity surveyor and want to develop knowledge and understanding, together with technical skills and capabilities associated with this discipline.

Assessment

Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

A portfolio approach to continuous assessment is used throughout this qualification. Learners will study units and develop a portfolio of evidence for each unit. It is recommended that each unit has milestones where formative assessment is provided, and learners can then continue to work on their portfolios before the required final submission for the unit.

For each unit, an assessment grid is provided indicating the learning outcomes to be achieved and the evidence required to support their attainment. This grid contains evidence requirements for grading at pass, merit, and distinction. The criteria are cumulative, so to achieve a merit grade a learner must satisfy the criteria for both a pass and for a merit. Similarly, to achieve a distinction grade a learner must satisfy, pass, merit, and distinction criteria.

To achieve a pass in a unit, a pass grade must be attained for all learning outcomes. The overall grade for each unit will be determined by the predominant attainment in each of the learning outcomes. For example, most units have four learning outcomes so if three are attained at merit, then a merit grade is the outcome. If the outcome is that two learning outcomes are graded pass and two at merit, then a merit for the unit would be awarded. For a distinction grade, the predominant attainment in each of the learning outcomes must be at distinction grade with all learning outcomes achieving at least a merit grade.

For the diploma to be awarded, a pass grade must be achieved in all units. The overall grade for the diploma will be determined based on the predominant outcome for each of the units. There are six units, so to achieve an overall grade of merit at least three units must be graded at merit. To achieve a distinction, all units must be graded at minimum of merit and at least three at distinction.

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Practice Assessment Material

Skills and Education Group Awards confirm that there is no practice material available for the SEG Awards Level 4 Diploma in Quantity Surveying.

Teaching Strategies and Learning Activities

Quantity surveying is a professional practice that draws upon knowledge from several academic and vocational subjects and applies this knowledge to problem solving in relation to construction projects. The aim of any programme of study in quantity surveying should be to create reflective practitioners and to do this requires the development of knowledge, know-how and reflection.

The fundamental philosophy recommended for curriculums preparing candidates for this qualification is 'learning by doing', with an appropriate balance between the following elements:

- Lectures and lessons – where knowledge is acquired
- Seminars and tutorials – where knowledge is consolidated, and know-how developed
- Laboratories – where practical skills are demonstrated and developed
- Projects – where learners can develop their skills of synthesis.

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

Individuals who successfully complete the SEG Awards Level 4 Diploma in Quantity Surveying may progress in their career journey, one of several ways:

Apprenticeships –

- Level 4 Construction Quantity Surveying Technician and possibly
- Level 6 Construction Quantity Surveyor

Enter employment – suggested occupations include, but not exhaustive:

- Quantity Surveying Technician, Assistant Cost Engineer.

Alternatively, they may wish to progress into higher education and training, e.g. Higher Education:

- SEG Awards Level 5 Diploma in Quantity Surveying,
- HND in Quantity Surveying

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Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor/Assessor Requirements

Skills and Education Group Awards require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

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Qualification Summary

Qualification							
SEG Awards Level 4 Diploma in Quantity Surveying – 610/2941/5							
Qualification Purpose	Confirm occupational competence and/or 'licence to practice'						
Age Range	Pre 16		16-18		18+	✓	19+ ✓
Regulation	The above qualification is regulated by Ofqual and Qualifications Wales						
Assessment	Portfolio of Evidence						
Type of Funding Available	See FaLA (Find a Learning Aim)						
Qualification/Unit Fee	See Skills and Education Group Awards web site for current fees and charges						
Grading	Pass, Merit, Distinction Please see the 'Assessment' section, in addition to the Indicative Content Guide, for further information.						
Operational Start Date	1 st September 2023						
Review Date	1 st June 2029						
Operational End Date	-						
Certification End Date	-						
Guided Learning (GL)	360 hours						
Total Qualification Time (TQT)	1200 hours						
Credit Value	120						
Skills and Education Group Awards Sector	Construction						
Ofqual SSA Sector	5.2 Building and Construction						
Support from Trade Associations							
Administering Office	See Skills and Education Group Awards website						

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Unit Details

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Construction Economics

Unit Reference	R/650/7755
Level	4
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	This unit is intended as a foundation study of the principles of economics to the extent that they apply to: • Markets for construction work • Construction firms • Construction projects. Learners will examine the theories of economics and develop an understanding of how these impact on the construction sector. They will develop the skills of financial analysis through the study of business cases and project scenarios and through preparing advice in the form of reports.
Unit Aim	The learner should develop a portfolio based on a company or organisation in their country and about which they have reasonable access to information.
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
1. Know the national and international political and socio-economic environment in which construction takes place	1.1. Describe the political environment in which a company operates 1.2. Describe the socio-economic environment in which a company operates
2. Be able to understand and apply economic theories to construction markets with particular reference to supply, demand, value, price, and cost	2.1. Describe economic theories in the context of the construction market 2.2. Explain the significance of the economic theories for the construction sector

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	2.3. Apply economic theories to construction markets with particular reference to supply, demand, value, price and cost
3. Understand the different types of business organisations found in the construction industry and their sources of finance and analyse financial performance using standard accounting reports	3.1. Describe the different types of business organisations found in the construction industry and their sources of finance 3.2. Analyse financial performance of organisations identified in 3.1 using standard accounting reports
4. Be able to understand and produce financial reports for a construction company including budgets, cashflow, profit and loss, and balance sheets	4.1. Describe the business accounts for a construction company 4.2. Produce financial reports for a construction company including budgets, cashflow, profit and loss, and balance sheets

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Construction Law

Unit Reference	T/650/7756
Level	4
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	This unit is intended as a foundation study of the legal context and frameworks within which construction takes place. Learners will explore the nature of government institutions and systems of law and develop a knowledge of the various aspects of law that affect construction activity. They will develop the skills of legal analysis through the study of case law and how it applies to particular scenarios and through preparing advice in the form of reports.
Unit Aim	The learner should develop a portfolio based on a company or organisation in their country and about which they have reasonable access to information.
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
1. Know the legal and regulatory frameworks within which the design and construction of buildings takes place	1.1. Describe the legal frameworks within which the design and construction of buildings take place 1.2. Describe the regulatory frameworks within which the design and construction of buildings take place
2. Know the law of contract by applying the law to various construction scenarios and developing advice for the parties involved	2.1. Describe the law of contract in the context of a construction company 2.2. Apply the law in 2.1 to various construction scenarios and develop advice for the parties involved

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3. Know the law of torts by applying the law to various construction scenarios and developing advice for the parties involved	3.1. Describe the law of tort in the context of a construction company 3.2. Apply the law in 3.1 to various construction scenarios and develop advice for the parties involved
4. Know the law of property by applying the law to various property scenarios and developing advice for the parties involved	4.1. Describe the law of property in the context of a construction company 4.2. Apply the law in 4.1 to various construction scenarios and develop advice for the parties involved

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Construction Technology 1

Unit Reference	Y/650/7757
Level	4
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	This unit introduces a range of concepts relating to the technology of construction. It provides learners with an understanding of modern and sustainable methods of construction in the context of low-rise residential buildings. In particular, learners will be introduced to everyday materials, construction methods, building services, regulations and health and safety legislation. Learners will gain an insight into the properties of materials and the basic scientific principles that apply to them. The unit will examine construction materials in general and how they can be used in creating a construction elements and components. Learners will develop the ability to identify, describe the properties of materials and visualise their use.
Unit Aim	The learner should develop a portfolio based on a low-rise residential project about which they have reasonable access to information.
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.2) <i>The learner can</i>
1. Know the process of site investigation and how it affects the design and construction of low-rise residential buildings	1.1. Know the process of site investigation 1.2. Describe the types of soil that can be found in the country in which the project took place 1.3. Describe the effects of the site investigation on the design and construction of low-rise residential buildings

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2. Know the key characteristics of different construction materials and explain how they can be used in the structure, fabric, components and finishes of low-rise residential buildings	2.1. Identify the key characteristics of different construction materials 2.2. Explain how different construction materials can be used in the structure, fabric, components and finishes of low-rise residential buildings
3. Know the key characteristics of different building services installations of low-rise residential buildings	3.1. Identify the key characteristics of different building services installations of low-rise residential buildings
4. Understand the main regulatory and legal frameworks that affect the design of construction of low-rise residential buildings	4.1. Describe the main regulatory frameworks that affect the design of construction of low-rise residential buildings 4.2. Describe the main legal frameworks that affect the design of construction of low-rise residential buildings
5. Understand the issues of sustainable construction and global warming and the use of non-carbon based, renewable energies and how these impact on the design and construction of buildings	5.1. Describe the issues of: • sustainable construction • global warming • the use of non-carbon based, renewable energies 5.2. Describe how issues in 5.1 impact on the design and construction of buildings

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Design Project

Unit Reference	A/650/7758
Level	4
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	This unit is an introduction to the design and specification of buildings. Learners will be introduced to the history of architecture and the principles of design as applied to simple buildings. It will develop an understanding of plans of work and the importance of design to the construction process. Learners will explore the regulatory frameworks within which design and construction takes place, including town and country planning, building standards and codes of practice, and sustainability. Learners will develop an understanding of how the digital revolution impacts on construction and acquire practical capability in the use of CAD and BIM systems.
Unit Aim	The learner should develop a portfolio based on a proposed project on a prescribed site.
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
1. Know the various roles involved with the design and construction of buildings together with the professional knowledge and skills required	1.1. Describe the various roles involved with the design and construction of buildings 1.2. Explain the professional knowledge and skills required of the roles in 1.1
2. Be able to prepare a feasibility study and design brief for a	2.1. Describe the purpose of a feasibility study and design brief

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project on a prescribed site	2.2. Prepare a feasibility study and design brief for a project on a prescribe site
3. Be able to design a residential building that addresses the design brief prescribed site and produce digital information for the proposed design	3.1. Describe a residential building that addresses the design brief prescribed site 3.2. Produce digital information for the proposed design
4. Be able to prepare a specification of materials and workmanship for the proposed project	4.1. Identify the materials and workmanship required for the proposed project 4.2. Prepare a specification of materials and workmanship for the proposed project

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Measurement 1

Unit Reference	D/650/7759
Level	4
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	This unit introduces the learner to the principles of land surveying and the measurement of building works. It will develop an understanding site setting out and quantification to the extent that it applies to low-rise residential buildings. In particular, learners will be introduced to surveying instrumentation and techniques and develop skills of digital reproduction and interpretation of survey results. Learners will gain an insight into the traditional and modern methods of measurement of residential buildings including all the major elements of work. The unit will include the preparation of bills of quantities in different forms.
Unit Aim	The learner should develop a portfolio based on a project for which information is provided.
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
1. Be able to undertake a survey of a small site and produce a digital representation of the site	1.1. Undertake a survey of small site 1.2. Produce a digital representation of the site surveyed in 1.1
2. Be able to undertake the setting out of a simple building	2.1. Undertake the setting out of a simple building
3. Be able to prepare quantities for a low-rise residential building	3.1. Identify elements required for the construction of a low-rise residential building

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including the elements of substructures, walls, floors, roofs, finishes, components, and external works including drainage	3.2. Prepare quantities for a low-rise residential building including elements identified in 3.1
4. Understand the various cost models appropriate for preparing estimates of the cost of low-rise residential buildings	4.1. Describe the purpose of cost models in a construction project 4.2. Explain the various cost models appropriate for preparing estimates of the cost of low-rise residential buildings

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Organisation and Management

Unit Reference	J/650/7760
Level	4
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	This unit is intended as a foundation study of the theories of organisation and management to the extent that they apply to: • Organisations • Projects • Team Learners will examine the theories of management as they apply to various types of organisations within a construction context and develop an understanding of how these impact on the construction processes. They will develop an understating of the function and management of teams and leadership through role play.
Unit Aim	The learner should develop a portfolio based on a company or organisation in their country and about which they have reasonable access to information.
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
1. Know how corporate business is planned and executed and explain the primary roles and functions in the process	1.1. Describe how corporate business is planned and executed for a construction company 1.2. Explain the primary roles and functions in the process described in 1.1
2. Understand the importance of effective communication on construction projects and explain the organisational structures and	2.1. Describe the importance of effective communication on construction projects 2.2. Explain the organisational structures and methods of communication that are used in various circumstances

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methods of communication that are used in various circumstances	2.3. Prepare a communications plan
3. Know the theories of teamwork and leadership and explain the factors that affect the effective functioning of teams	3.1. Describe the theories of teamwork and leadership 3.2. Explain the factors that affect the effective functioning of teams
4. Know the issues of ethics and diversity in the context of construction and explain processes that can be deployed to address them	4.1. Describe the issues of ethics and diversity in the context of a construction company 4.2. Explain the processes that can be deployed to address the issues as described in 4.1

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Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.

Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - Original certificates OR
 - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit

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value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from <https://skillsandeducationgroupawards.co.uk/for-centres/>

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

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Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

‘The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.