



SEG Awards Level 5 Diploma in Quantity Surveying

England – 610/2942/7
Wales – C00/4908/3

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 D5056-05.

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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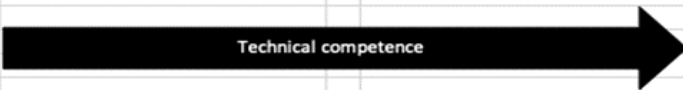

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

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Introduction

The SEG Awards Level 5 Diploma in Quantity Surveying has the overall aim of confirming technical competence 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
		Knowledge	Know-how	Reflective practitioner
Fundamentals	All modules are 20 credits			
	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
Specialisms	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
	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 gained the SEG Awards Level 4 Diploma in Quantity Surveying (610/2941/5) or similar qualification, deemed appropriate by Skills and Education Group Awards.

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 5 Diploma in Quantity Surveying

Learners must achieve 120 credits from the mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
Construction Management	K/650/7761	5	20	60
Construction Technology 2	L/650/7762	5	20	60
Contract Practice	M/650/7763	5	20	60
Financial Management 1	R/650/7764	5	20	60
Measurement 2	T/650/7765	5	20	60
Quantity Surveying Project	Y/650/7766	5	20	60

Aims

The SEG Awards Level 5 Diploma in Quantity Surveying aims to facilitate learners' further progression for a career in quantity surveying. The qualification covers:

- A study of the principles and practices of the organisation and management of construction processes
- Explore the wider implications of the key factors which affect the selection of both traditional and new building methods and materials
- Focus on the procurement of construction works and the practice requirements associated with the operation of construction contracts

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- Estimating techniques as applied to the procurements of construction works
- Extends the understanding and practice of quantification to more complex buildings and systems
- A project, which will demonstrate the cohesion and relevance of the units to the practising surveyor.

Target Group

The SEG Awards Level 5 Diploma in Quantity Surveying is for those learners (18+) who are seeking to become professionally qualified quantity surveyors. The content design maps with the competencies of the Royal Institution of Chartered Surveyors and provides an accredited route into the profession.

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

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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.

Practice Assessment Material

Skills and Education Group Awards confirm that there is no practice material available for the SEG Awards Level 5 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 5 Diploma in Quantity Surveying may progress in their career journey, one of several ways:

- Apprenticeship –
 - Level 6 Chartered Surveyor – Quantity Surveying and Project Management Level 6, or
 - Level 6 Construction Quantity Surveyor
- Higher Education- various degree programmes, for example:
 - BSc in Quantity Surveying and Construction
 - BSc Hons – Quantity Surveying and Commercial Management

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- BSc Quantity Surveying

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 5 Diploma in Quantity Surveying – 610/2942/7							
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	<ul style="list-style-type: none"> 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 Management

Unit Reference	K/650/7761
Level	5
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	<p>This unit is a study of the principles and practices of the organisation and management of construction processes. Learners will examine the legislative frameworks within construction activity takes place and develop the capability of planning construction operations.</p> <p>Learners will examine the theories of management as they apply to various types of organisation 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.</p>
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. Be able to schedule construction operations and create a programme of work for a simple building	1.1. Explain how construction planning is undertaken and the approaches taken by a company 1.2. Schedule construction operations 1.3. Create a programme of work for a simple building
2. Be able to evaluate and use industry standard software to prepare construction	2.1. Use industry standard software to prepare construction programmes for various complex buildings

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programmes for various complex buildings	2.2. Evaluate industry standard software to prepare construction programmes for various complex buildings
3. Be able to prepare reports on the health and safety implications associated with proposed construction works including the preparation of risk assessments and method statements	3.1. Explain how a company prepares and executes its health and safety plans 3.3. Prepare reports on the health and safety implications associated with proposed construction works including the preparation of risk assessments and method statements
4. Be able to evaluate the use of digital technology and its impact on construction performance, components and processes	4.1. Explain the use of digital technology within a company 4.2. Evaluate the use of digital technology and its impact on construction performance, components and processes

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Construction Technology 2

Unit Reference	L/650/7762
Level	5
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	<p>This unit will explore the wider implications of the key factors which affect the selection of both traditional and new building methods and materials used in the construction of new build commercial and industrial buildings and introduce environmental and mechanical services systems which need to be installed in these buildings.</p> <p>In particular the learner will gain an insight into the operational complexities involved in the construction of high-rise residential and large-scale commercial and industrial buildings to ensure that projects are delivered in time and on budget to meet the required standard of quality.</p> <p>The learner will be introduced to the key technology concepts to develop understanding of the technical terminology used in more complex construction. Individually, the unit provides in-depth understanding of the construction methods and systems which can be applied to meet varying building types and to apply the technology principles gained at Level 4 to large scale buildings.</p>
Unit Aim	The learner should develop a portfolio based on a complex project 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 key characteristics of different construction materials and explain how they can be used	1.1. Identify the key characteristics of different construction materials

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in the structure, fabric, components and finishes of complex buildings	1.2. Explain how the materials identified in 1.1 can be used in structure, fabric, components and finishes of complex buildings
2. Know the key characteristics of different building services installations of complex buildings	2.1. Identify the key characteristics of different building services installations of complex buildings
3. Understand how performance requirements of building elements and emerging technologies inform technical innovation and development of new materials and processes for complex buildings	3.1. Identify three aspects of a design that demonstrate innovation by emerging technologies 3.2. Assess how performance requirements of building elements and emerging technologies inform technical innovation and the development of new materials and processes for complex buildings
4. Understand the main regulatory and legal frameworks that affect the design of construction of complex buildings	4.1. Explain the main regulatory frameworks that affect the design of construction of complex buildings 4.2. Explain the main legal frameworks that affect the design of construction of complex buildings

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Contract Practice

Unit Reference	M/650/7763
Level	5
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	<p>This unit focusses on the procurement of construction works and the practice requirements associated with the operation of construction contracts.</p> <p>The learner will examine the various models of procurement and, through the evaluation of the factors that affect the selection of procurement approach, develop appropriate procurement strategies for various scenarios.</p> <p>The learner will explore the various standard forms of contract that are available to support different procurement strategies and develop the capability to operate the principal financial conditions associated with those contracts.</p>
Unit Aim	The learner will be provided with information about an example project
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
1. Understand the principal forms of procurement and prepare reports on the choice of procurement for specific projects	1.1. Define the principal forms of procurement 1.2. Evaluate the principal forms of procurement 1.3. Prepare reports on the choice of procurement for specific projects
2. Understand the standard forms of contract and supporting documentation and	2.1. Explain the standard forms of contract and supporting documentation

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prepare reports on the appropriateness of their use	2.2. Prepare reports on the appropriateness of their use
3. Be able to prepare financial control statements appropriate for use during the progress of a project	3.1. Define the various forms of progress payments and financial statements 3.2. Prepare financial control statements appropriate for use during the progress of a project
4. Be able to prepare appropriate statements of final accounts at the end of a project	4.1. Explain the process of preparing final accounts for construction projects 4.2. Prepare appropriate statements of final accounts at the end of a project

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Financial Management 1

Unit Reference	R/650/7764
Level	5
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	<p>This unit develops a knowledge and understanding of estimating techniques as applied to the procurement of construction works.</p> <p>The learner will examine the various tendering models associated with different forms of procurement and, through the evaluation of the factors that affect the selection of tendering approach, develop appropriate strategies for various scenarios. The process of tender evaluation will be examined and appropriate reporting to client.</p> <p>The learner will undertake the calculation of unit rates for inclusion in tenders based on quantities and explore the principles and applications of tender adjudication and bidding strategy.</p>
Unit Aim	The learner will be provided with information about an example project
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 principal models of tendering including supporting documentation and preparing reports on tender evaluation	1.1. Define the principal models of tendering 1.2. Explain the use of models described in 1.1 on supporting documentation and preparing reports on tender evaluation
2. Be able to prepare calculations for unit rates for inclusions in tenders based on quantities and reports	2.1. Interpret the various methods of calculating unit rates for inclusions in tenders based on quantities

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on tender adjudication and bidding strategy for various scenarios	2.2. Prepare calculations for unit rates based on methods described in 2.1 and reports on tender adjudication and bidding strategy for various scenarios
3. Understand the relationship between design and cost for construction work	3.1. Assess the relationship between design and cost for construction work
4. Be able to prepare approximate estimates, cost plans and budget forecasts for various types of construction projects	4.1. Interpret various methods available for providing financial advice to a client 4.2. Prepare approximate estimates, cost plans and budget forecasts for various types of construction projects

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Measurement 2

Unit Reference	T/650/7765
Level	5
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	<p>This unit extends the understanding and practice of quantification to more complex buildings and systems.</p> <p>Learners will gain an insight into the traditional and modern methods of measurement of complex buildings including all the major elements of work. The unit will include the preparation of bills of quantities in different forms.</p>
Unit Aim	The learner should develop a portfolio based on a project for which information is provided.
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.2) <i>The learner can</i>
1. Be able to prepare quantities for complex buildings including the elements of substructures, walls, floors, roofs, finishes, and components	1.1. Explain the process of calculating quantities for complex buildings including the elements of substructures, walls, floors, roofs, finishes and components 1.2. Prepare quantities for complex buildings as described in 1.1
2. Be able to prepare quantities for complex buildings systems including water, electrical, heating and ventilation, waste soil and drainage	2.1. Explain the process of calculating quantities for complex building systems including water, electrical, heating and ventilation, waste soil and drainage 2.2. Prepare quantities for complex systems as described in 2.1

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Quantity Surveying Project

Unit Reference	Y/650/7766
Level	5
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	<p>This unit is intended as a capstone for the level 5 units and brings the study of several subjects into a single project based around a construction project. The project will demonstrate the cohesion and relevance of the unit to the practising surveyor.</p> <p>The learner will be presented with a construction project scenario and asked to prepare a number of documents and reports for the client and prospective contractor.</p> <p>The scenario will focus on four areas:</p> <ul style="list-style-type: none"> • Pre-tender • Tender • Construction phase • Post construction and final account.
Unit Aim	<p>The learner should develop a portfolio based on a project on a prescribed site. The learner is required to respond to correspondence from various parties involved in the project at different times in the construction process.</p>
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.2) <i>The learner can</i>
1. Be able to prepare reports providing appropriate advice to clients regarding procurement and tendering strategies for a complex project	1.1. Prepare reports providing appropriate advice to clients regarding procurement and tendering strategies for a complex project 1.2. Respond to correspondence regarding procurement and tender strategies

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<p>2. Be able to prepare approximate estimates for alternative schemes and make recommendations to the client</p>	<p>2.1. Prepare approximate estimates for alternative schemes and make recommendations to the client</p> <p>2.2. Respond to correspondence regarding an approximate estimate</p>
<p>3. Be able to prepare detailed quantities for a part of the chosen scheme together with appropriate tender documentation</p>	<p>3.1. Prepare detailed quantities for a part of the chosen scheme together with appropriate tender documentation</p> <p>3.2. Respond to correspondence regarding detailed quantities</p>
<p>4. Be able to compile pricing documentation based on unit rates and detailed quantities and prepare a report on bidding strategy for the tenderer</p>	<p>4.1. Compile pricing documentation based on unit rates and detailed quantities</p> <p>4.2. Prepare a report on bidding strategy for a tenderer</p> <p>4.3. Respond to correspondence regarding advice on tendering</p>
<p>5. Be able to prepare interim valuations, forecast of final cost, valuation of variations and statements of final accounts</p>	<p>5.1. Prepare interim valuations, forecast of final cost, valuation of variations and statements of final accounts</p> <p>5.2. Respond to correspondence regarding advice on valuations and final accounts</p>

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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.