



SEG Awards Level 3 Diploma in Quantity Surveying

England – 610/3279/7

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 D5057-03.

Issue	Date	Details of change
1.0	1 st November 2023	New qualification guide
1.1	Sept 2025	Operational and Certification End date set

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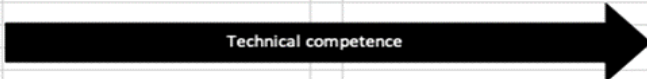
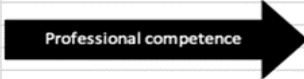
This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

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Introduction

The SEG Awards Level 3 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 3 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 3 Diploma in Quantity Surveying

Learners must achieve 60 credits from the mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
Introduction to Design of Construction	J/650/8561	3	20	60
Introduction to the Management of Construction	K/650/8562	3	20	60
Quantity Surveying Project	L/650/8563	3	20	60

Aims

The SEG Awards Level 3 Diploma in Quantity Surveying aims to facilitate learners' further progression for a career in quantity surveying. The qualification covers:

- An introduction to the design and specification of buildings. Students 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
- An introduction to the principles and practices of construction processes. Students will examine the legislative frameworks within construction activity takes place and develop the capability of planning simple construction operations
- The creation of a single project based around a simple construction project. The project will demonstrate the cohesion and relevance of the modules to the practising surveyor.

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Target Group

This qualification is designed for learners aged 18 and above, who have an ambition to gain a foundation of knowledge and understanding of relevant theories and principles, in addition with technical skills and capabilities associated with the practice of quantity surveying.

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 module, a pass grade must be attained for all learning outcomes. The overall grade for each module will be determined by the predominant attainment in each of the learning outcomes. For example, most modules 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 module 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 modules. The overall grade for the diploma will be determined based on the predominant outcome for each of the modules. **There are three modules, so to achieve an overall grade of merit at least two modules must be graded at merit. To achieve a distinction, two modules must be graded at a minimum of distinction and at least one at merit.**

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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 3 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

Learners who successfully achieve the SEG Awards Level 3 Diploma in Quantity Surveying (610/3279/7) may progress onto the SEG Awards Level 4 Diploma in Quantity Surveying (610/2941/5) and the SEG Awards Level 5 Diploma in Quantity Surveying (610/2942/7).

Additionally, learners can progress onto higher programmes of study, and related qualifications, in 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.

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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 3 Diploma in Quantity Surveying – 610/3279/7							
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						
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 November 2023						
Review Date	1 st June 2026						
Operational End Date	1 st October 2025						
Certification End Date	2 nd October 2025						
Guided Learning (GL)	180 hours						
Total Qualification Time (TQT)	600 hours						
Credit Value	60						
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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Introduction to Design of Construction

Unit Reference	J/650/8561
Level	3
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	This unit is intended as an Introduction to Design of Construction. This unit introduces the learner to the principles of design as applied to very simple buildings. 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 be introduced to 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.	1.1. Identify the various roles involved in constructing and designing a building 1.2. Explain the various roles involved in constructing and designing a building
2. Be able to design a simple building that addresses a given design brief on a prescribed site and produce basic digital information for the proposed design.	2.1. Describe the purpose of a design brief 2.2. Describe a simple building that addresses the design brief prescribed site 2.3. Explain how to prepare and produce a basic digital information design proposal

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3. Understand the key characteristics of different construction materials and know how they can be used in a simple building.	3.1. Describe the characteristics of different key materials used in the construction of a simple building 3.2. Describe how the key materials can be used in the construction of a simple building
4. Be able to prepare a brief specification of materials and workmanship for a simple building.	4.1. Describe the importance of a brief specification for a simple building 4.2. Describe how to prepare a brief specification for a simple building 4.3. Prepare a brief specification of materials and workmanship to be used for a simple building

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Introduction to the Management of Construction

Unit Reference	K/650/8562
Level	3
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	This unit is intended as an introduction to the principles and practices of construction processes. Learners will examine the legislative frameworks within construction activity takes place and develop the capability of planning simple construction operations. Learners will be introduced to the typical organisations that are involved in construction work together with the legal relationships that normally used between them.
Unit Aim	The learner should develop a portfolio based on a particular building project for which information has been provided.
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 different types of business organisations found in the construction industry and their financial performance using standard accounting reports.	1.1. Describe the different types of business organisations that would be involved in the construction project 1.2. Explain the purpose of a standard accounting report
2. Understand the law of contract by applying the law to various construction scenarios.	2.1. Describe the law of contract in the context of a building project 2.2. Explain three different breaches of construction law

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3. Be able to schedule construction operations and create a programme of work for a very simple building.	3.1. Describe two methods for the planning of a building project 3.2. Prepare a programme of work for a simple building
4. Be able to assess the health and safety implications associated with simple construction works including the preparation of risk assessments and method statements.	4.1. Explain how to assess health and safety implications when constructing a simple building 4.2. Prepare a health and safety plan for the building project

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Quantity Surveying Project

Unit Reference	L/650/8563
Level	3
Credit Value	20
Guided Learning (GL)	60 hours
Unit Summary	This unit is intended as a capstone for the level 3 modules and brings the study of the other modules into a single project based around a simple construction project. The project will demonstrate the cohesion and relevance of the modules to the practising surveyor. 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. The scenario will focus on two areas: • Design phase • Construction phase
Unit Aim	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.
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 an approximate estimate of construction cost for a simple construction project.	1.1. Describe the key elements when preparing an approximate estimate for a simple construction project 1.2. Prepare an approximate construction estimate for your project 1.3. Respond to correspondence regarding an approximate estimate

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2. Be able to set and create an appropriate budget for a construction project.	2.1. Identify the key components when setting and creating an appropriate budget for a construction project 2.2. Prepare an appropriate construction budget for your project 2.3. Prepare, produce and respond to correspondence regarding setting the budget
3. Be able to prepare detailed quantities for the project for use in procuring a tender.	3.1. Identify the quantities required for use in the project 3.2. Produce a tender detailing the required quantities for the project 3.3. Prepare, produce and respond to correspondence regarding the detailed quantities
4. Be able to produce pricing documentation based on unit rates and detailed quantities and prepare a report for the tenderer.	4.1. Describe how to compile and produce pricing documentation based on unit rates and detailed quantities 4.2. Prepare a pricing document based on unit rates and detailed quantities 4.3. Prepare, produce and respond to the tenderer detailing project price including all required quantities

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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.