

Programme specification

1. Overview/ factual information

Programme/award title(s)	BSc (Hons) Construction Management (Top Up)
Teaching Institution	Hull College
Awarding Institution	The Open University
Date of latest OU validation	
Next revalidation	
Credit points for the award	Total Credit Value – 120 Credits
UCAS Code	
Programme start date	September 2016
Underpinning QAA subject benchmark(s)	Construction, Property and Surveying 2008
Other external and internal reference points used to inform programme outcomes	Chartered Institute of Building (CIOB) Education Framework 2013
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT,DL)	Full Time 1 Year (2 semesters) Part Time 18 Months (3 semesters total)
Dual accreditation (if applicable)	
Date of production/revision of this specification	Jan 2016

2.1 Educational aims and objectives

An Honours graduate will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the graduate will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The graduate will be able to evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively. An Honours graduate should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances' (Quality Assurance Agency, 2008).

As a college our definition of 'Graduateness' is based upon a set of Graduate Attributes, skills and behaviours which will shape our approach to designing and delivering an HE learning experience which provide students with the opportunity to:

- Demonstrate a sound and contemporary knowledge base within their chosen field of study
- Apply critical and reflective thinking through extended independent enquiry
- Participate in the creation of new knowledge and understanding through research and scholarly enquiry
- Formulate relevant questions and engage critically with a wide range of evidence
- Demonstrate core capabilities and skills of information and digital literacy
- Communicate effectively for different purposes and in different contexts
- Apply creative, enterprising and innovative practices
- Display a professional and reflective approach to the pursuit of goals, including leadership, ethical responsibility, personal integrity, respect and self-awareness
- Demonstrate the ability and motivation to work collaboratively

This award offers progression to those students with a level 5 technical award such as a higher national in construction management, civil engineering, building services engineering, quantity surveying, architectural technology, electrical engineering or mechanical engineering and who wish to seek employment in supervisory, managerial and commercial roles in construction.

The aims of this award have been developed using the Quality Assurance Agency's (QAA) qualification descriptor for Bachelor's degree with honours, relevant QAA subject benchmark statements, and the framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ).

The BSc (Hons) Construction Management award adopts the overall aims of the Engineering and Construction industry which in turn reflect those of the Hull College Group HE Strategy. Members of staff from the Faculty are on a variety of local and regional strategy and stakeholder groups. This facilitates the Faculty in becoming embedded in the local economy, working in partnership with employers and ensuring that we are able to serve the LEPs needs for education, skills, training and development. Employers are engaged in the design and development of the curriculum ensuring that employability and enterprise skills development is embedded in all courses.

These partnerships have provided employers with the confidence that students from the Faculty of Business and Science will have developed valuable employability and transferable skills during their course; and as a result students are entering into jobs, often with employers that they have been on placement with.

The overall aim of the BSc (Hons) Construction Management is to ensure that students have the knowledge and skills to pursue a management career in the diverse range of activities comprising the construction industry sector. This diversity is broadly defined as the construction and maintenance of buildings or infrastructure, such as transport systems or the provision of utilities, all of which require underpinning knowledge of a technical nature.

However, to satisfy the needs of the award, the generic aims are contextualised and added to as follows:

- To provide curricula, informed by external reference points, which develop a range of technical, professional, vocational, employability transferable and key skills appropriate to the level of the award;
- To develop lifelong, independent and reflective learners;
- To enhance the employability and career prospects of learners;
- To produce capable and well-rounded graduates who will contribute to the skill base of the local economy and region.

As Building Information Modelling (BIM) is introduced and consolidated across the sector there is a need to embed the concepts and techniques of BIM into the programme.

Therefore within this programme a thematic approach to the teaching of BIM is adopted. This thematic approach will see BIM being explored as a tool to support the module and the concepts and techniques included in them.

In each module, where appropriate, BIM is linked to the LOs to ensure that the student can identify BIM and the implications of the system on the sector and on them as managers within the sector. BIM will not be taught as a practical application. It is the role BIM plays and how it can be used which will form the focus of the teaching and learning within this programme. As BIM is consolidated in the industry and as the course numbers grow it is anticipated that funding will be made available to support the teaching of BIM as a practical subject across the Faculty and the wider College.

2.2 Relationship to other programmes and awards

The BSc (Hons) Construction Management 'top-up' programme will be a route for students who have completed FdSc Construction Management or the HND Construction and the Built Environment Level 5 award. This will equally apply to students who have completed similar appropriate awards at other institutions and who have completed a successful APL review.

Following completion of the BSc (Hons), students will be able to progress into further academic study and apply for employment within the various areas of the construction sector.

Intended learning outcomes are listed below:

3A. Knowledge and understanding		
Learning outcomes.		Learning and teaching strategy/assessment methods
Successful students will be able to:		
A1	Demonstrate a thorough knowledge and understanding of complex and conflicting theories, concepts and principles associated with construction.	<p>Learning and teaching strategy</p> <p>Knowledge and understanding will be developed with the assistance of printed materials and e-books, with further guidance on key texts, relevant chapters and articles being presented throughout the modules. Some of these resources will be stored on the Moodle virtual learning environment in order to increase accessibility and availability. Moodle will also be used to store the lecture and seminar materials, along with relevant course documents and links to additional resources. Students will have access to materials in the college library, which also contains up to date construction journals and daily newspapers. Within sessions students will be supported with tutor-led questions and exercises.</p> <p>Convergent questioning will also be used to direct students' attention to the key aspects of topics under consideration. Formative feedback will be given within sessions, along with assignment development feedback, revision and writing guidance. Summative feedback will be given in response to assignment tasks.</p> <p>Assessment methods</p> <p>Knowledge and understanding will be assessed within written assignments which will take the form of essays, reports and the Final Project. Formative assessment will be on-going throughout the module, being conducted within sessions and outside of sessions using progress reports within individual tutorials.</p>
A2	Demonstrate a critical awareness of strategic management in construction.	
A3	Research and critically evaluate and analyse primary and/or secondary data and, where appropriate, information systems in order to enable unpredictable and complex problems to be addressed.	
A4	Demonstrate a critical approach to project and site management skills through team work and continuous professional improvement.	
A5	Apply and review health and safety management systems.	

3B. Cognitive skills		
Learning outcomes. Successful students will be able to:		Learning and teaching strategy/assessment methods
B1	Critically analyse the impact of their application of new knowledge and understanding.	<p>Learning and teaching strategy</p> <p>Cognitive skills will be developed using a range of student-centred activities within sessions. These will include discussions and debates, group research exercises, peer-reviewed presentations and multi-media based tasks. These will be supported by tutor-led activities, including content delivery, but there will be a focus on student-centred collaborative, experiential (primarily in the dissertation) and problem-based learning activities. Formative tutor feedback within sessions will aid with the development of these skills, as will the formative feedback received within the students' individual tutorial sessions.</p> <p>Assessment Methods</p> <p>Cognitive skills will be assessed using written assignments that ask for the application of concepts and theoretical frameworks to practical situations. The assessments will also ask for the synthesis of existing theoretical perspectives, concepts and empirical information in the pursuit of credible and supported arguments that integrate effective analysis and evaluation. The Final Project aims to assess the same abilities, but is a more open-ended and design-based investigative project.</p>
B2	Critically discuss issues associated with personal and professional development.	
B3	Participate effectively in interdependent learning activities and function effectively as an independent learner.	
B4	Demonstrate a further understanding of commercial/contractual procedures in relation to innovative, emerging construction technology.	
B5	Critically evaluate the means and benefits of integrating technology systems to achieve low carbon targets.	

3C. Practical and professional skills	
Learning outcomes.	
Successful students will be able to:	
Learning and teaching strategy/assessment methods	
C1	Reflect on their own value systems, development and practices and compare these with alternative systems and practices.
C2	Appropriately access and use a variety of information sources and evaluate the usefulness of the information involved.
C3	Present, use and explain qualitative and/or quantitative information from a variety of sources.
C4	Design, implement and conduct a programme of research.
C5	Demonstrate an understanding of the development of innovation.
<p>Learning and teaching strategy</p> <p>The transferable skills will be explicitly taught and developed within the teaching materials and be supported by both formative and summative tutor feedback, along with guidance on assignments. Teaching strategies will include details on how to find and access a variety of information from different sources, including journals, articles, ebooks and books. Techniques of analysing, evaluating and synthesising quantitative and qualitative information from a variety of different resources will also be explored within session-based group and individual activities. Familiarisation with ethical considerations and their relevant professional frameworks will be discussed, explored and developed, equipping students with the skills needed to pursue their Work Related Learning and Final Project modules in an ethical manner.</p> <p>Assessment methods</p> <p>The transferable skills will be assessed using written assignments and a presentation within the module on Management and Organisation. Information sources and referencing standards will be assessed along with argument structure, sequencing and detail.</p>	

3D. Key/transferable skills		Learning and teaching strategy/assessment methods
Learning outcomes. Successful students will be able to:		
D1	Communication: Present ideas and evidence to others in a clear and concise manner to a range of audiences.	<p>Learning and teaching strategy</p> <p>Transferrable skills are taught and learned throughout the degree through a range of strategies. These range from setting students specific tasks to carry out, such as conducting web searches, through to the planning of assignments. Students have the opportunity to discuss essay plans with staff and are given clear deadlines for their work which they must meet. They are given feedback on all their Module work and are encouraged to reflect and consistently strive to develop their abilities.</p> <p>Assessment Methods</p> <p>Communication skills are assessed throughout the degree through continuous assessed Module work. IT skills are a component in the evaluation of most assessed work which require bibliographic and web searches, and a standard of computer literacy that allows for text to be processed and communicated in an effective manner. Numeracy skills are assessed in the Final Project module where appropriate, e.g. if a student has decided to use quantitative data in their research project. Problem solving skills are assessed in all assignments. Since the curriculum is structured in a progressive manner, student skills in improving learning and performance are also assessed through the related structured progression of formally assessed work.</p>
D2	IT Skills: Collect and present materials using information technology.	
D3	Numeracy: Read, interpret and draw inferences from official statistics.	
D4	Problem Solving: Identify problems and propose solutions.	
D5	Self Learning: Plan work and manage time, and an ability to reflect on own strengths, limitations and performance in a range of situations, taking responsibility for setting targets and implementing plans for personal learning.	

4. Programme Structure

Compulsory Modules (There are no optional modules)	Credit points
Management and Organisation in Construction	20
Risk Management	20
Environmental Construction	20
Strategic Project Management	20
Dissertation	40

BSc (Hons) Construction Management 'top-up' – 120 Credits

5. Distinctive features of the programme structure

The BSc (Hons) Construction Management Award is made up of five modules; (four modules worth 20 credits and one module worth 40 credits) so that students completing 5 modules will hold 120 credits in total at level 6.

Students enrol on the BSc (Hons) Construction Management

The award is available as full time or part time.

Level 6 modules and credits are:

- Dissertation (40 credits)
- Management and Organisations in Construction (20 credits)
- Strategic Project Management (20 credits)
- Environmental Construction (20 credits)
- Risk Management (20 credits)

The teaching, learning and assessment strategy at level 6 honours allows part-time students the opportunity to draw on their experience at work and carry out research into business and management at their workplace. Full-time students will be presented with case studies and 'real world' scenarios in order to ensure synergy between theory and the work place. If a full-time student requests a placement, every effort endeavour will be made to support this request.

6. Support for students and their learning

Students receive pastoral and academic support through the Hull College Tutorial System which includes group and individual tutorial entitlements.

All students are allocated a named personal tutor. The tutorial process incorporates Personal Development Planning, including individual target setting, planning and progress review. Personal Development Planning is embedded in all Awards. Academic tutorials are provided for each module on a continual basis providing academic support. The Library staff also provides support for learners during the induction period and throughout the programme.

Support Staff

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7. Criteria for admission

Entry to this programme follows the admissions criteria and processes of the College.

This programme is delivered to both full-time (1 year completion) and part-time students (18 months completion). Within this section the difference between the full and part time student is articulated together with the process which leads to selection for the most appropriate route. In addition, the general entry requirements to any HE programme of study in Hull College Group is listed.

Student Profiles

Full Time

Typically the student profiles for a full-time student is a person who is new to construction and might be seen as a “novice”. They have normally entered the programme through an academic route and the course is seen as a continuation of their studies. They are supported with additional sessions which allow the students to develop the application skills needed.

Part Time

Typical part-time students are mature, employed and have greater underpinning skills, experience and working knowledge of construction, and therefore, require less application of theory to the workplace.

General Admission Requirements

Before students are accepted on to any programme they must meet the general

admission requirements for HE in Hull College Group as laid out below:

Admission criteria are 240 points of credit. For Hull College HND Construction students this would typically be by completion of an appropriate level 4 and 5 qualification or a qualification in an equivalent appropriate subject and level of study. Credit is given to mature students regarding existing/previous work experience. APL is considered through the course and following the college policy.

All programmes of study are conducted and assessed in the English language. Hence, applicants seeking admission may be required to provide evidence that they can communicate effectively in the English language, for example, by achieving a minimum of IELTS 6.5, or equivalent.

Part Time/Full Time Selection Process

Once general admission requirements have been met students are selected for the part time/full time routes by interviews with the course team. These interviews will outline the nature of the course and identify the skills the individual has. The interview will then assess their skills, experience and previous history to allocate the student to the appropriate route. The overarching theme for the selection procedure is the profile of the student.

Programme Time Frames

Full Time BSc	Duration 12 months
Part Time BSc	Duration 18 months

For more detailed information a delivery map is shown in Annex 3.

8. Language of study

This Award is conducted and assessed in the English language.

9. Information about assessment regulations

Summary of Assessment Requirements

The programme adopts in full the Regulations for validated awards of The Open University supported by the Hull College Group HE Academic Regulations.

Please refer to Part D, Sections 11 to 22 within the Regulations for validated awards of The Open University, September 2015.

For further supporting information, please also refer to Parts B and C of Hull College Group HE Academic Regulations, 2015/16.

Students have access to these Regulations from the point of registration for their programme.

Students are required to submit written assignments to Turnitin prior to hand in, where applicable. Assignments are due on an agreed date for submission to the Faculty Office. The College front sheet is dated and a receipt provided upon submission of the assignment.

Feedback to students on assessments is provided within 15 working days of the hand in date. Students are invited to comment on this feedback; the Programme Team meetings review this as well as the process for the submission of assignments.

External Examiners

External examiners are an essential part of the College's framework for quality assurance. All approved programmes of the College must have external examiners.

Please refer to Part G, Section 29 within the Regulations for validated awards of The Open University, September 2015.

For further supporting information, please also refer to Parts F, Section 34 of Hull College Group HE Academic Regulations, 2015/16.

The role of external examiners is to assure the quality of students' learning experience and ensure that they are assessed fairly in relation to other students on the same programme and to all students across the College and nationally. External examiner/adviser reports are an integral part of the College's quality assurance processes. They form part of the requirements for programme annual review and evaluation and in all cases programme teams must demonstrate how they have responded to the views and comments made by external examiners/advisers.

10. Methods for evaluating and improving the quality and standards of teaching and learning.

This programme is managed and operated in accordance with College regulations and the procedures. This includes input from employers and student feedback which contributes to curriculum development and review.

The following methods are used to evaluate and improve the quality and standards of teaching and learning:

- External examiners reports.
- Cohort statistics e.g. gender, ethnicity, age and disability.
- Student feedback.
- Module reviews.
- Review of Assessment, Learning and Teaching (ALT) issues.
- Curriculum planning.
- Programme team minutes and the programme team rolling action plan.
- Modifications of the course.
- National student survey and other surveys which the college participates in.
- HE Observation of Teaching and Learning.

This programme is evaluated against the following criteria:

Benchmark alignment:

The programme is reviewed against appropriate benchmarks and professional frameworks.

Quality Improvement:

The programme is subject to review through the HE Quality Cycle and the HE Enhancement Strategy as part of the College quality improvement processes.

Student Perceptions

The programme is subject to Student Meetings convened by the SU for the Faculty and anonymous 'How are we doing' questionnaires and National Student Survey results and evaluation. Student representation is encouraged on all Programme Committees, at a cross college level by Senior Student Representatives on HE Committees and at HE Academic Board.

Programme Team Meetings, with a formal opportunity for the student representative to present feedback to the team on cohort issues, are held to suit both Full Time and Part Time Learner Representative attendance.

Recruitment, Retention and Achievement

The programme is measured against annually monitored college metrics.

Annexe 1: Curriculum Map

Annexe 2: Assessment Map

Annexe 3: Delivery Map

Annexe 1 - Curriculum Map

Level	Study module/unit																						
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	BIM	
6	Management and Organisation in Construction		✓		✓		✓	✓	✓				✓				✓	✓					✓
	Risk Management	✓	✓			✓	✓	✓	✓				✓	✓			✓	✓	✓	✓	✓	✓	✓
	Environmental Construction	✓		✓			✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓				✓
	Strategic Project Management	✓	✓		✓		✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
	Dissertation			✓				✓	✓			✓	✓	✓	✓		✓					✓	✓

Appendix 2 – Assessment Method Mapping

Modules Taught	Report	Presentation	Assignment	Dissertation	Research Proposal
Level 6					
Management Organisation in Construction		25	75		
Risk Management	50		50		
Environmental Construction	50		50		
Strategic Project Management		50	50		
Dissertation				90	10

Annexe 3 – Delivery Map

<u>Module Title</u>	<u>BSc FT (1 year)</u>
Risk Management (20 credits)	Semester 1
Strategic Management (20 credits)	Semester 1
Environmental Construction (20 credits)	Semester 2
Management of Organisations (20 credits)	Semester 2
Dissertation (40 credits)	Semester 1 and 2

<u>Module Title</u>	<u>BSc PT (18 months)</u>
Risk Management (20 credits)	Semester 1
Strategic Management (20 credits)	Semester 1
Environmental Construction (20 credits)	Semester 2
Management of Organisations (20 credits)	Semester 2
Dissertation (40 credits)	Semester 2 and 3