

PART B - PROGRAMME SPECIFICATION FOR HULL COLLEGE GROUP CURRICULUM PROVISION

INTRODUCTION

This programme specification should be aligned with the learning outcomes detailed in the module specifications.

The expectations regarding student achievement and attributes described by the learning outcome in section D must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>

Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

In section D, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section D should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

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| A. Overview/ factual information | |
| 1. | Programme/award title(s) |
| | FD Construction Management |
| 2. | Date of Validation |
| | May 2018 |
| 3. | Date of Revalidation |
| | |
| 4. | Total credit points for the award |
| | 240 |
| 5. | UCAS Code |
| | TBC |
| 6. | Programme start date |
| | Sept 2018 |
| 7. | Underpinning QAA subject benchmark(s) |
| | Subject Benchmark Statement: Land Construction Real Estate and Surveying (2016) |
| 8. | External and internal reference points used to inform programme outcomes |
| | Foundation Degree Qualification Benchmark (QAA, 2010) Foundation Degree Characteristics Statements (QAA, 2015) |
| 9. | Professional/statutory recognition |
| | None currently, but should be in a good position to accredit with CIOB when programme leader achieves membership |
| 10. | Programme Mode (Full Time, Part Time or Blended Learning) |
| | Part-time fast-track (2 years) |
| 11. | Delivery Pattern |
| | 2 Years – Part time fast-track |
| 12. | Dual accreditation (if applicable) |
| | n/a |
| 13. | Date of production/revision of this specification |
| | March 2018 |

B. Educational aims and objectives

This Foundation Degree has been designed to provide a broad base from which students can go on to develop their skills in any of the construction disciplines. This marks a departure from the Higher Nationals, which it replaces in that it broadens the curriculum to include building surveying related subjects. Added to the pre-existing construction management and quantity surveying focussed units this will give rise to an FD from which students can progress into any of the specialisms in construction.

Students on this course will acquire knowledge of a wide variety of subjects, following through the design process from building inception and planning through technical design and regulatory compliance to costing and site procedures. The course will also consider building refurbishment, conservation and adaptation and building pathology.

A key aspect of the Programme is the strong emphasis on developing graduate skills that will be valued by potential employers. Employability is therefore a theme running throughout the Programme with the core skills module and decision making embedded throughout the course.

On completion of the Programme, students will have acquired the level of knowledge, understanding and transferable skills that will enable them to take full advantage of a wide range of employment opportunities in settings related to construction or help them progress onto the BSc (Hons) Construction Management (top-up) programme delivered at Hull College Group in partnership with the Open University.

The aims of this course have been developed using the QAA National Qualification Framework and subject benchmark statements as below:

'Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems.

Their studies may well have had a vocational orientation enabling them to perform effectively in their chosen field. Holders of qualifications at this level will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.' (QAA, November 2014)

This programme meets this aim of the QAA in that it provides students with knowledge and experience beyond their current job-roles and encourages them to think beyond the boundaries of their current circumstances.

The Foundation Degree will be delivered in part-time fast track mode. The part-time course will take two years to complete. Level 4 will be completed in two semesters (12 months); similarly, level 5 will be completed in two semesters.

C. Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This FD will draw students primarily from the Advanced BTEC in Construction and the Built Environment as provided by the College. We have historically also drawn student from the same course running at East Riding College.

Upon completion of this FD programme students can progress to the BSc (Hons) Construction Management (top-up) validated by Open University offered here at the College or other specialisms offered at Leeds Beckett and Sheffield Hallam Universities.

Students not wishing to progress on to the BSc (Hons) will have developed a range of specialist, professional and transferable skills which will allow for employment within the construction sector.

D. Programme Outcomes

1. Knowledge and Understanding

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|------------|---|
| AO1 | Apply knowledge from taught programmes to solve problems in a construction context |
| AO2 | Demonstrate some understanding of subject-specific theories, paradigms, concepts and principles |
| AO3 | Demonstrate an ability to define and solve problems |
| AO4 | Collate, summarise and analyse information |
| AO5 | Integrate lines of evidence from a limited range of sources to support findings and hypotheses |
| AO6 | Demonstrate some ability to consider issues from a range of multidisciplinary and interdisciplinary perspectives |
| AO7 | Appraise academic literature and extract relevant points. |

Learning and Teaching Strategy

A structured methodology approach to knowledge acquisition will be applied where students will develop their own personalised knowledge acquisition process. This will be further developed through practical sessions, directed reading, case studies, reports, presentations, reflective logs / diaries and the application of relevant research-based evidence to support practice, workshops, discussions and interactive virtual learning.

Site visits are an important part of construction teaching and a programme of visits to projects around Hull is to be maintained.

2. Cognitive Skills

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|------------|--|
| BO1 | Describe the context in which the process of construction operates, including the legal, business, social, economic, health and safety, cultural, equality and inclusion, technological, physical, environmental and global influences including the relationship to digital technologies |
| BO2 | Apply knowledge of construction techniques and options to real life scenarios |
| BO3 | Develop reasoned arguments around the selection of materials and work practices |
| BO4 | Examine the impact of the construction in a wider environmental and political context |
| BO5 | Identify the appropriate stakeholders involved in the construction process and their relevant roles and responsibilities and their collaborative links |
| BO6 | Recognise the regulatory systems within which construction operates including building and planning regulations and the importance of sustainability within the context of the built environment |

Learning and Teaching Strategy

Modes of delivery includes lectures, guest speakers from appropriate agencies/professions, seminars, group activities, workshops, debates and discussions, individual independent inquiry and analysis, web-based learning system (E-Learn) and personal tutorials. Learning will be encouraged through site visits as well as formal lectures and seminars.

Although there is written content for modules that will be followed during the teaching weeks, the students will be encouraged to develop their independent learning through guided activities in both self-directed study and direct observation of their working environment.

- Examinations;
- Written assignments, laboratory and other technical reports;
- Oral presentations;
- Learning journal;

3. Practical and Professional Skills

| | |
|------------|---|
| CO1 | Plan, conduct and present an independent investigation with significant guidance |
| CO2 | Apply a range of methods to solve problems |
| CO3 | Process and interpret data and information |
| CO4 | Appreciate risk |
| CO5 | Appreciate the need for professional codes of conduct |
| CO6 | Be adaptable and have a flexible approach to study and work |

Learning and Teaching Strategy

The group project module gives students the opportunity to work on a typical construction scenario and apply the knowledge and skills they have developed in the course of their studies.

Performance in the group project is assessed by submission of tender documentation, feasibility documentation and a health and safety file, all documents common to construction site management.

The group project culminates in a presentation in front of the students' employers, peers and college staff in which the students outline their plans and the considerations that they took into account when designing their project building.

4. Key / Transferrable Skills

| | |
|-----|---|
| DO1 | Select, retrieve, evaluate and use information from a variety of electronic and paper-based resources, and use appropriate referencing skills. |
| DO2 | Select and use electronic technologies, software and applications to communicate information to a range of audiences including academic, specialists and non-specialists. |
| DO3 | Develop problem-solving skills, critical thinking, and autonomy. |
| DO4 | Ability to plan, manage and critically evaluate their own learning and performance, show self-appraisal and reflection on practice, demonstrating how this has an impact on future learning opportunities and potential employment. |
| DO5 | Work as a member of a team and with other professionals. |

Learning and Teaching Strategy

Students will be engaged through a variety of learning and teaching approaches whilst studying the FD Construction. Challenging and authentic tasks will be used to stretch the student's capabilities in real world learning and assessment resulting in a deeper approach to learning. The teaching, learning and assessment methods will focus on equipping students with the skills and knowledge required to be effective and successful students. A progressive approach will be used, so that students can build on knowledge, skills and critical thinking developed at level 4 and lead to increasing levels of independence and scholarship as required at level 5.

| E. Programme Structure | | | |
|--|----------------------|-------------------------|----------------------|
| Level 4 | | | |
| Compulsory Modules | Credit Points | Optional Modules | Credit Points |
| Professional Practice (Academic Skills) (CORE) | 20 | | |
| Design Principles | 20 | | |
| Environmental Impact of Construction | 20 | | |
| Domestic Building Technology | 20 | | |
| Health & Safety at Work | 20 | | |
| Technology of Commercial Buildings | 20 | | |
| Level 5 | | | |
| Compulsory Modules | Credit Points | Optional Modules | Credit Points |
| Management Principles | 20 | | |
| Contracts and Procurement in Construction | 20 | | |
| Conservation, Adaptation and Refurbishment | 20 | | |
| Group Project | 20 | | |
| Building Pathology | 20 | | |
| Research Methods (CORE) | 20 | | |
| Exit Award(s): | | | Credit Points |
| FD Construction | | | 240 |

F. Distinctive features of the programme structure

Where applicable, this section provides details on distinctive features such as:

- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**

This award is made up of 12 Core Modules each with a 20-credit point value. Each level comprises 6 modules, totalling 120 credits.

The distinctive feature of this award is the breadth of modules it contains. This leads to the course being more attractive to students as they are not required to specialise until they complete this award and move on to the BSc Top-Up at either Hull College or elsewhere.

This breadth is unusual; at many institutions students will be required to select their route at the beginning of their level four study, with other options being closed to them. This option enables the prospective student to keep their options open, with the full range of construction careers remaining open to them.

G. Support for students and their learning

Students receive pastoral and academic support through the College Tutorial System, which includes group and individual tutorial entitlements. Students will also be access online materials as part of their studies to further develop their own understanding during their self-directed study.

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. The Library staff provides support for learners during the induction period and throughout the programme.

All HE students have the opportunity to join the Students Union (SU) and access their facilities and support. The SU is NUS affiliated.

A Student Engagement Officer (SEO) is available to support students who may be struggling with personal and time management, attendance and who require support to make requests for mitigation or are considering suspending studies.

Support Staff

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| <p>Leanne Dolan</p> <p>Senior HE Quality Officer</p> <p>Tel:01482 598958</p> <p>Leanne.Dolan@hull-college.ac.uk</p> | <p>Julia Billaney</p> <p>HE Registrar</p> <p>Tel: 01482 598970</p> <p>Julia.Billaney@hull-college.ac.uk</p> |
| <p>Rachel Harrison</p> <p>Senior Registry Officer</p> <p>Tel: 01482 598958</p> <p>Rachel.Harrison@hull-college.ac.uk</p> | <p>Sue Usmar</p> <p>Additional Support for English and Maths</p> <p>Tel: 01482 598919</p> <p>Susan.Usmar@Hull-College.ac.uk</p> |
| <p>Kate Hoyle</p> <p>Communications Support for Deaf & Hard of Hearing Students</p> <p>Tel: 01482 308049</p> <p>Kate.Hoyle@hull-college.ac.uk</p> | <p>Joy Bottery</p> <p>Group Dyslexia Co-ordinator</p> <p>Tel: 01482 381951</p> <p>Joy.Bottery@hull-College.ac.uk</p> |
| <p>Gemma Walker</p> <p>Group SEND Coordinator</p> <p>Tel: 01482 598981</p> <p>Gemma.Walker@hull-College.ac.uk</p> | <p>Sadie Oldridge</p> <p>HE Student Engagement Officer</p> <p>Tel: 01482 598737</p> <p>Sadie.Oldridge@hull-college.ac.uk</p> |
| <p>Susan Jarvis</p> <p>Quality Manager (HE)</p> <p>Tel: 01482 381922</p> <p>Susan.Jarvis@hull-college.ac.uk</p> | <p>Zailie Barratt</p> <p>Head of Student Services</p> <p>Tel:01482 598719</p> <p>Zailie.Barratt@hull-college.ac.uk</p> |
| <p>Paul Waltham</p> <p>HE Quality Manager</p> <p>Tel:01423 598703</p> <p>Paul.Waltham@hull-college.ac.uk</p> | <p>David Greenway</p> <p>Group Safeguarding & Student Welfare Manager</p> <p>Tel: 01482 598738</p> <p>David.Greenway@hull-College.ac.uk</p> |

H. Criteria for admission

This award subscribes to the admissions criteria and processes of Hull College Group. Students should have completed a relevant Level 3 qualification with an appropriate grade profile or a qualification in an equivalent subject and level of study.

Admission criteria: 64 UCAS points under the new UCAS Tariff from 2017.

The following minimum criteria applies:

- GCE/VCE Advanced Level and New Nationals. One 6-unit qualification at Advanced level.
- National Certificate/Diploma or suitable bridging course in a qualification relevant to the course chosen.
- SQA Advanced Highers. One band C Advanced Higher Pass plus three other subjects at standard grade (grade 3) or above.
- International Baccalaureate. Award of the Certificate with a minimum of 20 points.
- Irish Leaving Certificate. Three higher/honours passes at grade C
- Access courses

The following qualifications are welcomed and will be taken into consideration by the Admissions Team, but may enable entry on to the Award only in conjunction with other qualifications.

- GNVQs/NVQs or other Level 3 vocational qualifications within the relevant QCA framework
- City and Guilds qualifications at Level 3 or above
- Advanced Modern Apprenticeships with Level 3 qualifications

Applicants are not necessarily expected to have formal qualifications. For example, they may have had appropriate work experience, paid, or unpaid. Students may be admitted onto the Award on the basis of non-certificated learning which will require students to evidence this previous experience and consider whether an application for APL (see below) could be considered.

A student may be allowed entry to the course if he/she does not have the standard entry qualifications but can provide evidence of necessary knowledge and skills to successfully enter and complete the course. Applications are welcomed from persons who can demonstrate relevant work experience, including work in a voluntary capacity.

Accreditation of Prior Learning (APL)

The programme actively supports claims for Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL). Accreditation of prior learning (APL) is defined as a system whereby academic credits can be awarded for previous learning that has taken place either through formal courses of study (Accreditation of Prior Certificated Learning - APCL) or in other ways (Accreditation of Prior Experiential Learning- APEL).

Additional Requirements for Entry to the Programme:

Entry directly onto Level 5 is possible either through a level 4 qualification such as an HNC Qualification or the completion of a suitable Certificate of Higher Education,

prospective students will need to complete an APL/APEL claim though as soon as possible before the programme starts.

I. Language of study

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.

J. Information about assessment regulations

Summary of Assessment Requirements:

The programme adopts, in full, the College Academic Principles and Regulations. Students will be provided with a copy of the College Assessment Regulations at the point of registration for their award. Students have access to these Regulations from the point of registration for their programme.

Students are required to submit all of the appropriate assessments to Turnitin, all work will be marked electronically and grades recorded electronically once the moderation process has completed. Assignments are due on an agreed date for submission to the Faculty Board Office.

Feedback to students on assessments is provided within 20 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. It is important for all students to be aware that grades are not final until they have been ratified by a Board of Examiners, so any provisional grades until this point maybe subject to change.

External Examiners

External Examiners are an essential part of the College's framework for quality assurance. All approved courses leading to an award of the College must have External Examiners.

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 course 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 course annual review and in all cases, course teams must demonstrate how they have responded to the views and comments made by external examiners/advisers.

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

This award is managed and operated in accordance with College regulations and procedures. This includes representation and input from employers who will contribute

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
- Curriculum planning
- Course team minutes
- Quality Enhancement Plans (QEPs)
- Modifications of the course
- National Student Survey (NSS) and other surveys which are administered by the college

This award will be evaluated against the following criteria:

Benchmark alignment:

The award will be reviewed against appropriate benchmarks and professional frameworks.

Quality Improvement:

The award will be subject to peer review as part of the College quality improvement processes and will be subject for data interpretation during the Curriculum and Quality Meetings between the Assistant Principal of Higher Education, the Quality Directorate and the Faculty Management Teams.

Student Perceptions

The award will be subject to Student Experience Meetings, module and mid-module evaluations, the NSS and other student feedback mechanisms. Student representation will be encouraged on all Committees, at a cross college level and through student representation on Course Team Meetings, HE Committee and Academic Board.

Recruitment Retention and Achievement

The award will be measured against annually agreed college targets that will be monitored through the Curriculum and Quality Meetings and through the annual monitoring process.

L. Annexes

| | |
|-----------------|---------------------------|
| Annexe 1 | Curriculum Map |
| Annexe 2 | Assessment Map |
| Annexe 3 | Programme Delivery Models |

Annexe 1 – Curriculum Map

(This table indicates which study modules assume responsibility for delivering (shaded) and assessing (x) particular programme learning outcomes)

| Level | Study module | A1 | A2 | A3 | A4 | A5 | A6 | A7 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 |
|-------|-------------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 4 | Academic Skills | | | X | X | | | X | | | | | | | | X | X | | | X | X | X | X | X | |
| | Design Principles | X | | | X | | | | X | X | | | | | | X | | | | | | X | | | |
| | Domestic Building Technology | | X | | X | | | | X | X | | | X | | | | | | | | | | | | |
| | Environmental Impact and Regulation | X | X | | | X | X | | X | | | X | | | | X | | | | | | | | | |
| | Technology of Commercial Buildings | X | X | | | | | | X | X | | | X | | | | | | X | | | X | | | |
| | Health & Safety at Work | X | | X | | | | | X | X | | | X | X | | | | X | X | | | | | | |

| Level | Study module | A1 | A2 | A3 | A4 | A5 | A6 | A7 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 |
|-------|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 5 | Research Methods | | X | X | X | X | X | X | | X | X | X | X | X | X | X | X | X | X | | X | X | X | | |
| | Management Principles | X | X | | | | | | X | | | | X | | | | X | | | | | | X | | X |
| | Contracts & Procurement | X | | X | | | | | X | | X | | X | | | X | | X | | | | | X | | |
| | Conservation Adaptation and Refurbishment | X | X | | | | | | X | X | | | X | | | | X | | | | | X | | | |
| | Group Project | X | | X | | | | | X | X | | | X | X | X | | | | | X | | | X | | X |
| | Building Pathology | X | X | | | X | | | X | X | X | | X | | | | | | X | | | | X | | |

**Annexe 2 – Assessment Map
Level 4 – FD Construction**

| Assessment Method | Academic Skills | Design Principles | Domestic Building Technology | Environmental Impact & Regulation | Technology of Commercial Buildings | Health & Safety at Work |
|-------------------------|-----------------|-------------------|------------------------------|-----------------------------------|------------------------------------|-------------------------|
| Critical Analysis | 60% | | | | | |
| Individual Presentation | 40% | | 50% | | | |
| Case Study | | 50% | | | | |
| Plan of Works | | 50% | 50% | | | |
| Written Assignment 1 | | | | 50% | | |
| Written Assignment 2 | | | | 50% | | |
| Individual Report | | | | | 50% | 50% |
| Client Report | | | | | 50% | |
| Poster & Leaflet | | | | | | 50% |

**Annexe 2 – Assessment Map
Level 5 – FD Construction**

| Assessment Method | Research Methods | Management Principles | Contracts & Procurement | Conservation, Adaption & Refurbishment | Group Project | Building Pathology |
|---------------------------|------------------|-----------------------|-------------------------|--|---------------|--------------------|
| Research Proposal | 100% | | | | | |
| Written Essay | | 75% | | | | |
| Individual Presentation | | 25% | | | 25% | |
| Individual Report | | | 50% | | | 50% |
| Diagram | | | 50% | | | |
| Group Poster Presentation | | | | 100% | | |
| Group Presentation | | | | | 75% | |
| Individual Assignment | | | | | | 50% |

Annexe 3 - Programme Delivery Models

Part Time Fast-Track Delivery Model

| Year One | |
|----------------------------------|--|
| Semester 1 | Semester 2 |
| Academic skills | Design Principles |
| Domestic Building Technology | Environmental Impact |
| Non-Domestic Building Technology | Conservation, adaptation and refurbishment |
| Year Two | |
| Semester 3 | Semester 4 |
| Health Safety and Welfare | Contractual Procedures and Procurement |
| Group Project | Research methods |
| Building Pathology | Management Principles |