

**BSc (Hons)
Construction Management**

Programme Specification Document

Contents

Validated Programme Specification	Error! Bookmark not defined.
Criteria for Admission to the Programme	3
Educational Aims of the Programme	4
Learning Outcomes	4
Key Learning and Teaching Methods.....	6
Key Assessment Methods.....	7
Programme Modules	9
Programme Structure	10
Support for Students and their Learning.....	11
Distinctive Features.....	12
Map of Outcomes to Modules	14
Assessment Chart	15
QAA Subject Benchmark Statement for Construction, Property and Surveying	17

Validated Programme Specification BSc (Hons) Construction Management

1.	Awarding Institution/Body	University of Bolton
2.	Teaching Institution	Bradford College
3.	Delivery Location(s)	Bradford College David Hockney Building
4.	Programme Externally Accredited by (e.g. PSRB)	n/a
5.	Award Title(s)	BSc (Hons) Construction Management
6.	FHEQ Level	6
7.	Bologna Cycle	First cycle (end of cycle) qualifications
8.	JACS Code and JACS Description	K220
9.	Mode of Attendance	Part-time and full-time
10.	Relevant QAA Subject Benchmarking Group(s)	Construction, property and surveying Appendix 1
11.	Relevant Additional External Reference Points <i>(e.g. National Occupational Standards, PSB Standards)</i>	Association of Building Engineers (ABE) Chartered Institute of Building (CIOB)
12.	Date of Approval/Revision	January 2017
13.	Criteria for Admission to the Programme	<p>Higher National Diploma or Foundation Degree in Construction and the Built Environment. Minimum of 120 credits at level 5 or equivalent (minimum six merits).</p> <p>Non-English language students will normally have IELTS 6.0 with no individual element below 5.5, or equivalent.</p> <p>All full-time students are expected to join the Chartered Institute Of Building or Association of</p>

		Building Engineers as student members (free membership).
14.	<p>Educational Aims of the Programme</p> <p>To provide a high quality programme of study in Construction Management and related professional areas with a professional and vocational focus, developing student skills, knowledge, understanding and confidence for employment and wider life:</p> <ul style="list-style-type: none"> • To produce graduates with an enthusiasm for Construction Management, appreciation of its application in different contexts and to solve problems in an intellectually stimulating and satisfying experience of learning and studying. • To produce graduates with the ability to apply a variety of methods and skills in the investigation and solution of real construction management problems. • To produce graduates with the qualities and skills for employability, enabling them to either pursue programmes of further study or to move directly into their chosen employment in industry and manage their own continuous professional development. • To provide the appropriate educational base and inspire an ethos for the pursuit of professional membership of a relevant professional body. • Provide a coherent learning experience that equips students with the technical, professional skills and transferable skills needed for employment. • Provide an environment where learners can explore current knowledge and thinking and develop the research skills required to respond effectively to the needs of a constantly changing industry. <p>The QAA benchmark statements for Construction have informed the structure and content of the programme aims. In accordance with the benchmark statements, the proposed award will develop appropriate skills and abilities for the construction manager.</p>	
15.	<p>Learning Outcomes</p> <p>The programme has been designed to enable students to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to well defined problems arising from analysis of their field of study or work context. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline. They will be able to undertake further training, develop existing skills and acquire new competences, e.g. Building, Information Modelling (BIM), that will enable them to assume responsibility within construction organisations. Also to demonstrate the qualities and transferable skills necessary for employment and progression to other qualifications.</p> <p>The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme students will be able to:-</p>	
	Knowledge and Understanding	
	K1	Undertake and evaluate a self-managed major project allied to professional practice within the built environment.
	K2	Demonstrate a comprehensive and detailed knowledge of the specific discipline, its relationships within the complex contexts of construction and the built environment

K3	Evaluate appropriate knowledge/concepts as made to problem solving within the framework of construction management practice.
Cognitive/Intellectual Skills	
C1	Synthesise, appraise and critically evaluate the impact of ethical and legal issues relevant to the generation of knowledge in the construction industry
C2	Question orthodoxy using balanced, logical and supportive arguments to a range and scope of construction centred problems using defined constraints
C3	Demonstrate intellectual flexibility and openness to new ideas in establishing innovative solutions in construction and the built environment
C4	Demonstrate confidence and flexibility in identifying and defining complex construction management-related problems.
Practical/Professional Skills	
P1	Demonstrate the ability to operate ethically in a complex and unpredictable context, requiring selection and application of a wide range of standards and/or innovative techniques within a construction management environment.
P2	Act autonomously with limited supervision or direction within agreed guidelines in applying strategies, processes and construction management professional practice.
Key Transferable Skills (<i>insert additional rows as necessary</i>)	
T1	Demonstrate the ability to critically evaluate, plan and manage the application of new knowledge and skills as part of a lifelong learning strategy within the framework of the built environment.
T2	Demonstrate both employment potential and the ability to manage future professional development within the context of construction management
T3	Engage effectively in academic discussion and present arguments in a professional manner to appropriate audiences within the context of construction and the built environment
T4	Select, apply and evaluate appropriate numerical and statistical methods for complex and open ended tasks for construction management diagnosis
T5	Select and evaluate software applications for different tasks within the context of construction management practice
T6	Recognise and evaluate factors which enhance group processes and team working, and modify and evaluate own personal effectiveness within a team.

16. Key Learning and Teaching Methods

The diverse nature of the students on the construction management programme necessitates the deployment of a variety of teaching and learning methods in order to ensure the acquisition and development of the appropriate concepts, knowledge and skills. Many of these will be experienced during formally timetabled classes whilst others will be appropriate to student centred learning. Key teaching and learning methods are designed to build upon students existing knowledge, further develop subject knowledge and move towards a greater degree of independent and self-directed study.

The programme therefore utilises a range of teaching and learning methods that enable the development of knowledge and understanding, professional and practical skills, and transferrable skills including:-

- Lectures and guest lectures
- Tutorials
- Seminars and Workshops
- Site visits
- Case studies
- Research Projects

Whilst there are significant opportunities to spend time with the tutors during timetabled classes, and tutorials, there is an expectation that students will devote an appropriate amount of time to personal academic study and research. During the early stages of studies, guidance will be provided on how students can make the best use of their personal study time and how they should employ appropriate research methods. However as student's progress through the programme, this guidance will become less structured and prescriptive.

The learning and teaching methods described below are those most commonly adopted by the programme during the formally timetabled sessions. However, individual module tutors are free to introduce techniques that they view as especially suitable in aiding learning in their specialist area.

Lectures play an important part throughout the programme and will feature in all modules of the programme. They involve the dissemination of theoretical and empirical information by lecturers and provide a basic framework of core themes, concepts, theories and principles, that students can build upon through their reading and through other classroom activities and through tutor prepared on-line learning material. Guest lectures by specialists from industry, the professional bodies and other academic institutions enhance the learning experience.

Site visits are an important aspect of the programme especially for full-time students as they provide the opportunity for students to view state-of-the-art projects. Such events also help to promote a synthesis between academic and professional based activities.

Seminars involve groups of students who meet with a tutor to discuss further reading, issues and problems arising from lecture material, or to undertake case studies or problem-solving exercises. Seminars play an important part in encouraging students to think critically about the subject, to analyse theory and information in a systematic fashion, and to enhance understanding of conceptual issues. Seminars will also provide opportunities for students to work collaboratively to explore and discuss

	<p>relevant issues and expectations</p> <p>Workshops are employed in some modules and may involve the development of skills, e.g. research methods, the application of statistics, and presentations, as well as problem solving through the evaluation of case-study material. Tutorial support and guidance with assignment work may be offered in workshops, and they play an important part in increasing student confidence in dealing with subject matter.</p> <p>Tutorials are usually individually based for full time students but may be shared with part time students who are studying a similar area/issue. They enable the student to explore particular issues of construction management in some depth.</p> <p>The programme makes extensive use of the college Virtual Learning Environment (Moodle) to enhance the learning, teaching and assessment experience for students. This includes, for example, the upload of lecture notes and teaching materials; group discussions; assignment schedules; assignment submission arrangements; directed self-study information. This is particularly beneficial for those part time students whose work commitments prevent them from attending every taught session.</p> <p>The objective for the programme of study is to produce graduates who possess a rounded knowledge and understanding of the construction management discipline. Being able to develop skills and analyse complex problems and apply solutions to construction management in practice. To achieve this:</p> <ul style="list-style-type: none"> • <i>Concepts, theory and principles related to Construction Management are introduced through a series of lectures.</i> • <i>Independent learning is developed and supported through problem based learning and self-study.</i> • <i>Teaching throughout the programme uses relevant and timely scenarios to contextualise the concepts, theories, principles and technical skills</i> • <i>Transferable and professional skills are developed through assessment, where learners will be encouraged to reflect on their own learning and on their future development</i>
<p>17.</p>	<p>Key Assessment Methods</p> <p>The assessment strategy for the programme is intended to test subject knowledge, independent thought and skills acquisition and is designed to ensure that students achieve the overall aims and learning outcomes of the programme, as well as the learning outcomes for individual modules. Assessment may take the form of time constrained examinations and assessment pieces, reports, presentations, analytical or design assignments, research assignments, case-studies, personal development plans and a final dissertation.</p> <p>Assessment is centred on the practical and professional skills required by industry. Consequently, assessment focuses on the implementation of practical solutions to specified problems. Assignment briefs use an appropriate scenario that reflects the professional and technical skills required by industry, and group work is used to promote transferable skills in appropriate modules. Communication skills are developed through a range of delivery methods including presentation, reports and discussion.</p> <p>The assessment strategy has been designed to be robust, equitable and manageable. As part of the programme assessment strategy, the number and timing</p>

of summative assessments associated with modules has been considered. This has been done to prevent assessment overload, which can result in fractionalisation and discourage student engagement. The particular assessment strategies used in each module, have been selected to match the expressed learning outcomes. The distribution of learning outcomes has been considered to ensure all the programme outcomes are assessed. A variety of assessment tools have been used to ensure the assessment strategy harnesses all students preferred assessment methods.

Assessment Tools

- Formal examinations
- Written reports
- Problem-solving exercises
- Critical analysis of case-studies
- Oral presentations
- Group work

At the start of each academic year, students are provided with an assessment schedule, illustrating details of the submission deadlines for summative assessments.

Programme Modules					
Level 6					
<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Status</i>	<i>Non-Compensatable</i>	<i>Compensatable</i>
	Dissertation	30	Core	✓	
	Research Methods	10	Core	✓	
	Financial Management and Economics	20	Core		✓
	Construction Technology, Environmental Practice and Sustainability	20	Core		✓
	Contract Administration and Law	20	Core		✓
	Construction Management in Practice	20	Core		✓

18.

Programme Structure

Overview of structure of the modules across the academic year.

Full Time Route

Semester 1: Research Methods; Construction Management in Practice; Construction Technology, Environmental Practice and Sustainability; Dissertation.

Semester 2 :Contract Administration and Law; Financial Management and Economics; Dissertation

Module Delivery Structure Diagram

Level 6 – 120 Credit Points – Full Time Attendance				
Semester 1	Research Methods 10 Credit Points	Construction Management in Practice 20 Credit Points	Construction Technology Environmental Practice and Sustainability 20 Credit Points	Dissertation
Semester 2	Contract Administration and Law 20 Credit Points	Financial Management and Economics 20 Credit Points	Dissertation (assessed) 30 Credit Points	

Part Time Route

Year 1 Semester 1: Research Methods; Construction Management in Practice.
Semester 2: Financial Management and Economics ;Dissertation

Year 2 Semester 1: Construction Technology, Environmental Practice and Sustainability; Dissertation
Semester 2: Dissertation; Contract Administration and Law.

Level 6 – 120 – Credit Points – Part Time Attendance				
	Semester 1	Semester 1	Semester 2	Semester 2
Year 1	Research Methods 10 Credit Points	Construction Management Practice 20 Credit Points	Financial Management and Economics 20 Credit Points	Dissertation
Year 2	Construction Technology Environmental Practice and Sustainability 20 Credit Points	Dissertation	Contract Administration and Law 20 Credit Points	Dissertation 30 Credit Points

The programme aims to deepen student knowledge and develop the ability to apply skills acquired from subjects previously studied at Higher National Diploma/Foundation degree (or equivalent). There will be advancement in management specialisations such as cost management; human relations; organisational structures; contract law; sustainability and the environment. There will be: application of a range of key concepts, theories and principles; application of relevant aspects of management and other specialisms within the context of regulatory requirements, the needs of society and ethical correctness; presentation of original ideas and reflection through a range of methods; identifying and explaining the various interactions and relationships in a professional context and developing research skills required to operate as a manager in society, so placing the undergraduate in a better position to enter or maintain employment.

The module Construction Management Practice will examine how Building Information Modelling (BIM) is applied to improving the performance of the construction industry, and how health and safety requirements (Construction Design Management (CDM) regulations) are addressed in delivering a large scale construction project.

23. Support for Students and their Learning

The entry profile of a student is expected to be Higher National Diploma or Foundation Degree (Level 5) in the appropriate discipline in Construction and the Built Environment. Support for students and their learning is cognizant of the student entry profile and includes the following:

- Each student on the programme (part time or full time) will have a named tutor available for support throughout the academic year.
- A tutorial system that provides academic and pastoral support to all learners. Staff are available on both a walk-in-and-by appointment basis. Staff make themselves available outside lecture time for support through an open door policy and are also contactable via e-mail and the Virtual Learning Environment.
- Part time students will receive a visit at their place of work to give tutors a better understanding of the context of students study, and so focussed assistance can be offered to each student. The visit will also assist with student's choice of topic for the final dissertation
- Teaching is delivered by an experienced team of lecturers, each of whom has expertise in a range of specialist subjects.
- Induction week comprises a full programme of events designed to welcome the students to the College, and make them familiar with their new surroundings. The process of establishing effective relationships between learners and the teaching team begins at this point and activities are geared towards establishing and promoting a cohort identity. All students are provided with a Student and Programme Handbook and supported in gaining access to on-line resources.

	<ul style="list-style-type: none"> • Extensive use is made of a Virtual Learning Environment. This has comprehensive support material at programme and module level as well as additional learning resources and links to off-site study support. Independent learning is encouraged through the use of student forums, blogs and message boards. These are also used to provide learners with regular and timely formative feedback • The Construction area is equipped with hardware and software that reflects the standards required by industry. Specialist software is provided. Hardware and Software requirements are reviewed annually. • Other areas of student support include the Library with a drop in Information and Communication Technology Centre with online link facilities, professional Journals and group study areas; English and Maths Workshops; other Information and Communication Technology facilities throughout the College, Student Services, the Student Union and the Registrar Services. • There is provision for student representatives to raise issues of behalf of individuals or the whole cohort to the programme / module leaders or at Programme Committee Meetings.
24.	<p>Distinctive Features</p> <p>The BSc (Hons) Construction Management provides an opportunity for learners to develop the technical, professional and personal skills predominantly to meet the needs of the construction industry. The programme is employer responsive and reflective of current practices in construction and the built environment, so graduates can make an immediate contribution in the workplace.</p> <p>The award accommodates a wide range of professional practitioners in the construction field; these include site managers, contracts managers and managers in surveying, building control, quantity surveying, maintenance and others wishing to further their careers and/or educational development in construction management. The programme is designed to build on the skills and knowledge students have gained on Level 5 (Higher National Diploma/Foundation Degree) programmes, and will enable graduates who wish to acquire the ‘appropriate further learning to degree level’(Level 6) needed to fulfil the educational requirements for membership of an appropriate professional body.</p> <p>The modules include a broad spectrum of management activities and to produce ‘industry ready graduates’ (by embedding within it, the transferable and team-working skill-sets that employers view as important). The programme modules have been designed to complement each other; to deepen the students’ knowledge and to enhance their employment opportunities in many sectors of the construction. The use of live case studies as part of the assessment process ensures currency of practice.</p> <p>The curriculum is under continual review by the programme team. This is evidenced by the currency of the Module Specifications, and the External Examiner reports. The programme is delivered by an experienced team of staff with a range of complementary skills. The programme team works together closely to provide a good learning experience for the students.</p> <p>The programme team has excellent links with local and national industry, including</p>

the different professions within the industry. This facilitates work placements for full time students; site visits for students, and guest speakers with specific subject expertise. Employers also continue to influence the design of the curriculum, ensuring the enhancement of employability skills are maintained.

Some members of the team are active members of professional bodies and have been involved in recent national developments in shaping a variety of curriculum relating to construction and the built environment e.g. Association of Building Engineers (ABE) Higher Apprenticeships.

The programme makes extensive use of the college Virtual Learning Environment (Moodle) to enhance the learning, teaching and assessment experience for students. This is particularly beneficial for those part time students whose work commitments prevent them from attending every taught session.

External recognition

The programme does not currently have accreditation by professional bodies. However, cognisance has been taken in design of the Chartered Institute of Building Education (CIOB) Framework 2012. The College proposes to submit the BSc (Hons) programme to the Chartered Institute Of Building (CIOB) and the Association of Building Engineers (ABE) for accreditation. In the interim, students may submit to the Chartered Institute Of Building for individual assessment. The individual assessment will determine what academic recognition and level of membership can be offered to applicants.

The Construction area has a good track record in progressing students through from its lower level 3 Further Education programmes, to level 5 Higher National Diploma and subsequently level 6 BSc honours top up degree. This enables the team to build confidence in students moving from Further Education to Higher Education mode of learning. The majority of part time students progressing through are sponsored by employers and this enables the team not only to have detailed knowledge of the students on the programme but also the employers involved.

Map of Outcomes to Modules

Module Name	K1	K2	K3	C1	C2	C3	C4	P1	P2	T1	T2	T3	T4	T5	T6
Financial Management and Economics		A					A		A	A					A
Construction Management in Practice		A		A		A		A			A				A
Construction Technology Environmental Practice and Sustainability		A			A			A			A	A			
Research Methods	A		A		A		A		A				A		
Dissertation	A		A	A	A				A	A		A	A	A	
Contract Administration and Law		A	A	A		A		A				A			

Assessment Chart

Level 6

Module Name	Formative Assessment Type and Week of Completion	Summative Assessment Type and Week of Submission
Dissertation (30 credits)	<p>Formative oral feedback will be given during workshops and tutorials.</p> <p>Discussion on initial report. On- going feedback on research progress and draft dissertation chapters will be given.</p> <p>Formative feedback week 3, week 5, week 9, week 13, week 17, week 21</p>	<p>One component : Dissertation (10000 words) 100%</p> <p>Week 23</p>
Research Methods (10 credits)	<p>Learners will complete an outline research proposal including an ethics checklist. Formative feedback will be given progressively in tutorial sessions to guide students in the completion of the proposal</p>	<p>One component: Research proposal (2500 words)100% ICA</p> <p>Week 12-(or earlier)</p>
Financial Management and Economics (20 credits)	<p>Formative feedback will be provided to students on a continuous basis on completion of diagnostic practical and workshop sessions. Formative feedback week 17, week 20 and week 23</p>	<p>Two components:</p> <p>Assignment (1500 words) 30% Week 19</p> <p>Case Study (3000 words) 70% Week 25</p>
Construction Management in Practice (20 credits)	<p>Formative feedback will be given on completion of diagnostic class tasks and tutorial sessions. Formative feedback (FT) week 4, week 8, week 11</p> <p>Formative feedback (PT) week 4, week 8 and week 11</p>	<p>Two components:</p> <p>Case Study report (3000 words) 60% week 9</p> <p>Research Project (2500 words) 40% Week14</p>

<p>Construction Technology, Environmental Practice and Sustainability (20 Credits)</p>	<p>Formative feedback will be provided to students on a continuous basis throughout the module</p> <p>Formative feedback week 3, week 6, week 10</p>	<p>Two components:</p> <p>Report on a practical scenario based project with presentation (2500 words) 50 % week 11</p> <p>Exam (Three hours) - 50% Week 13</p>
<p>Contract Administration and Law (20 credits)</p>	<p>Formative feedback will be provided to students on a continuous basis throughout the module during practical and tutorial sessions.</p> <p>Formative feedback week 18, week 21 and week 22</p>	<p>Two components:</p> <p>Practical Scenario based assignment (3000words) 50% week 22</p> <p>Exam (Three hours) 50% Week 26</p>

QAA Subject Benchmark Statement for Construction, Property and Surveying

Modules	Knowledge and Understanding						
	Recognise the nature of the relevant specific discipline and its relationships within the context of the subject	Describe and apply a range of relevant key concepts, theories and principles	Identify and recognise relevant issues and why they are important	Recognise and apply all relevant aspects of management and other specialisms within the context of regulatory requirements, the needs of society and ethical correctness	Select and apply ICT applications appropriate standards of literacy and the use of numeric data	Present original ideas and reflections via a range of methods to convey appropriate standards of literacy and the use of numeric data	Identify and explain the nature of the various working interactions and relationships in a professional context
1.Construction Management in Practice	✓	✓		✓			✓
2.Financial Management and Economics	✓	✓	✓				✓
3.Contract Administration and Law	✓		✓	✓			
4.Construction Technology, Environmental Practice and Sustainability	✓	✓	✓				
5.Research Methods		✓	✓		✓	✓	
6.Dissertation	✓	✓	✓	✓	✓	✓	

QAA Subject Benchmark Statement for Construction, Property and Surveying

Modules	Subject Specific Skills															
	Survey, map & test specified characteristics of the natural & built environment	Understand strategies & the requirements of natural sustainability	Understand organisational strategies & the processes for project developments	Identify project requirements & the processes for project development	Investigate factors affecting potential developments	Understand the financial & cost factors affecting development projects	Develop project designs & documentation	Understand procurement & contract processes	Understand construction & installation operations	Understand the processes for the control of work within projects	Identify the reasons for disputes	Produce basic valuations of built assets	Contribute to the processing of property transactions & agreements	Plan & control the use & maintenance of property, systems & services	Investigate questions & problems of a routine nature & devise solutions	Participate in teams in the context of effective personal practice
1. Construction Management in Practice			✓	✓	✓			✓		✓				✓	✓	✓
2. Financial Management and Economics	✓		✓	✓	✓	✓				✓		✓				
3. Contract Admin. and Law			✓	✓			✓	✓			✓		✓		✓	✓
4. Construction Technology, Environmental Practice and Sustainability	✓	✓	✓		✓		✓		✓					✓	✓	
5. Research Methods	✓														✓	
6. Dissertation	✓	✓			✓	✓				✓					✓	

QAA Subject Benchmark Statement for Construction, Property and Surveying

Modules	Generic Skills		
	Use methods for acquiring knowledge & apply appropriate research strategies & methods	Gather & summarise information, cite evidence & make judgements about merits, contrast points of view and develop ensuring discussion, making judgements of a routine nature	Understand interpersonal relationships and understand and apply leadership, teamwork & self-development
1. Construction Management in Practice		✓	✓
2. Financial Management and Economics		✓	✓
3. Contract Administration and Law	✓	✓	
4. Construction Technology, Environmental Practice and Sustainability	✓	✓	
5. Research Methods	✓	✓	
6. Dissertation	✓	✓	