

Programme Specification

HNC CONSTRUCTION AND THE BUILT ENVIRONMENT (CIVIL ENGINEERING)

1	Key Dates	Date of Production:	Latest Revision Date:
		February 2017	July 2019
2	Faculty School	Faculty of Applied Sciences Construction	
3	Awarding Organisation	Pearson	
4	Teaching Institution	Bradford College	
5	Precise title of the final award	Pearson BTEC Level 4 Higher National Certificate in Construction and The Built Environment (Civil Engineering)	
6	Programme title	Higher National Certificate in Construction and the Built Environment (Civil Engineering)	
7	Details of Accreditation	Pearson/BTEC Regulated Qualifications Framework (RQF) - September 2017	
8	FHEQ Level <i>(does not apply to HNC)</i>	Level 4	
9	UCAS Code	002K	
10	Mode of Attendance and normal duration of the award <i>[full-time or part-time] 1 year/2 years</i>	Part-time - 1.5 years (3 semesters)	
11	Relevant QAA Subject Benchmark Statements	<p>Subject benchmark statements (although not specifically applicable to Higher Nationals provision) provide a means for the academic community to describe the nature and characteristics of programmes in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated.</p> <p>Pearson BTEC Higher National qualifications have been aligned to the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, and have been accredited to the Ofqual Regulated Qualifications Framework (RQF).</p>	

		The relevant QAA subject benchmark statement is Land, Construction and Surveying - October 2016.
12	Criteria for Admission to the Programme	<p>The following criteria will be applied when considering applicants for entry to the programme:</p> <ul style="list-style-type: none"> ▪ a BTEC Level 3 qualification in Construction and the Built Environment or a related subject ▪ GCE Advanced level profile which demonstrates strong performance in a relevant subject. ▪ other related Level 3 qualifications ▪ an Access to Higher Education Certificate in Construction awarded by an approved further education institution ▪ related work experience. ▪ GCSE Maths and English grades A* to C <p>Mature applicants may present a more varied profile of achievement that is likely to include extensive work experience (paid and/or unpaid) and/or achievement of a range of professional qualifications in their work sector.</p> <p>Non-standard applicants will be required to produce evidence of their ability to study at the Higher Education level. Short-course and relevant work experience may be taken into account. Non-standard applicants will be interviewed and may be required to complete a piece of written work as part of their application.</p> <p>Claims for Recognition of Prior Learning (RPL) and Recognition of Prior Experiential Learning (RPEL) are welcomed by the Programme team subject to RQF unit mapping. Students should consult the Admissions Tutor if they wish to claim such recognition.</p>
13	Educational Aims of the Programme	<p>The HNC Construction and the Built Environment (Civil Engineering) is designed to provide students with wider knowledge of construction and civil engineering principles and methodology, supported by the development of analytical and research skills to prepare students for employment opportunities in the civil engineering industry or study at HND/degree level.</p> <p>The programme is tailored to students with ambitions of working in a professional, managerial or technical capacity as site managers, or other technical roles within civil engineering companies, as well as the opportunity to continue studying at undergraduate Level 6. Emphasis will be placed upon reflection, analysis, environmental impact, critical thinking and personal development.</p> <p>Successful completion of the programme can lead to an HND top-up in Construction and the Built Environment (Civil Engineering). It will also provide the opportunity to develop a career in the rapidly expanding sustainable construction market. The programme is</p>

designed to support career progression for anyone working in surveying or for individuals who would like to develop their knowledge and skills and pursue a career in this field.

This qualification aims to meet the needs of the above rationale by:

- To equip students with construction and the built environment skills, knowledge and the understanding necessary to achieve high performance in the global construction and the built environment sector.
- To provide education and training for a range of careers in construction and the built environment, including civil engineering, building services engineering, quantity surveying, construction management, and architectural technology.
- To provide students with an understanding of the way technologies are transforming the industries of construction and the built environment, and prepare them to work with these technologies.
- To provide insight and understanding into diversity of roles with construction and the built environment, recognising the importance of collaboration at all levels.
- To equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values.
- To provide opportunities for students to enter or progress in employment in construction and the built environment, or progress to higher education qualifications; such as an Honours degree in Construction and The Built Environment or a related area.
- To provide opportunities for students to develop the skills, techniques and personal attributes essential for successful working lives.
- To support students to understand the local, regional and global context of construction and the built environment and, for those students with a global outlook, to aspire to international career pathways.
- To provide students with opportunities to address contemporary issues facing the industry, and society at large; with particular emphasis on sustainability and the environment, recognising the role that construction and the built environment plays in addressing these issues
- To provide opportunities for students to achieve a nationally-recognised professional qualification within their chosen area of specialisation.
- To provide opportunities for students to achieve vendor accredited certifications.
- To offer students the chance of career progression in their chosen field, with particular emphasis on achieving management-level positions, professional recognition and beyond.
- To allow flexibility of study and to meet local or specialist needs.
- To offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic aspirations.
- To provide students with opportunities to engage in an industry-recognised apprenticeship scheme that aligns with their employer's needs and their own career aspirations.
- To provide students with the context in which to consider professional ethics and their relation to personal, professional and statutory responsibilities within the industry.

14	Programme Learning Outcomes	
	On successful completion of the programme, students will have developed a deeper understanding of construction design principles, site/project management and the potential environmental impact of construction projects in the 21st century, and have the potential to pursue a higher technical apprenticeship or entry onto a Level 5 HND top-up programme.	
	On successful completion of the programme, the student will have:	
	Knowledge and Understanding	
	KU1	Knowledge and understanding of the fundamental principles and practices of the contemporary global construction industry.
	KU2	Knowledge and understanding of the external construction environment and its impact upon local, national and global levels of strategy, behaviour, management and sustainability.
	KU3	Understanding and insight into different construction practices, their diverse nature, purposes, structures and operations and their influence upon the external environment.
	KU4	A critical understanding of the ethical, legal, professional, and operational framework within which construction operates.
	KU5	A critical understanding of processes, procedures and practices for effective management of products, services and people.
	KU6	A critical understanding of the evolving concepts, theories and models within the study of construction and the built environment across a range of practical and hypothetical scenarios.
	KU7	An ability to evaluate and analyse a range of concepts, theories and models to make appropriate construction management decisions.
	KU8	An appreciation of the concepts and principles of CPD, staff development, leadership and reflective practice as methods and strategies for personal and people development.
	KU9	Knowledge and understanding of how the key aspects of construction and engineering influence the development of people and businesses.
	KU10	An understanding of the appropriate techniques and methodologies used to resolve real-life problems in the workplace.
Cognitive Skills		
CS1	Apply knowledge and understanding of essential concepts, principles and models within the contemporary global construction industry.	
CS2	Develop different strategies and methods to show how resources (human, financial and information) are integrated and effectively managed to successfully meet objectives.	
CS3	Critically evaluate current principles of the construction industry, and their application to problem-solving.	
CS4	Apply project management tools/techniques for reporting and planning, control and problem solving.	
CS5	Critique a range of construction information technology systems and operations and their application to maximise and successfully meet strategic objectives.	
CS6	Interpret, analyse and evaluate a range of construction data, sources and information to inform evidence based decision-making.	

CS7	Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and real world construction scenarios.
CS8	Evaluate the changing needs of the construction industry and have confidence to self-evaluate and undertake additional CPD as necessary.
Applied Skills	
AS1	Evidence the ability to show client relationship management and develop appropriate policies and strategies to meet stakeholder expectations.
AS2	Apply innovative construction ideas to develop and create new products or services that respond to the changing nature of the construction industry.
AS3	Integrate theory and practice through the investigation and examination of practices in the workplace.
AS4	Develop outcomes for clients/businesses using appropriate practices and data to make justified recommendations.
AS5	Locate, receive and respond to a variety of information sources (e.g. textual, numerical, graphical and computer-based) in defined contexts.
Transferable Skills	
TS1	Develop a skill-set to enable the evaluation of appropriate actions taken for solving problems in a specific construction context
TS2	Self-reflection, including self-awareness; the ability to become an effective self-student and appreciate the value of the self-reflection process.
TS3	Competently use digital literacy to access a broad range of research sources, data and information.
TS4	Communicate confidently and effectively, both orally and in writing both internally and externally with construction professionals and other stakeholders.
TS5	Communicate ideas and arguments in an innovative manner using a range of digital media.
TS6	Demonstrate strong interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade, present, pitch and negotiate.
TS7	Identify personal and professional goals for Continuing Professional Development in order to enhance competence to practice within a chosen construction field.
TS8	Take advantage of available pathways for Continuing Professional Development through higher education and Professional Body Qualifications.
TS9	Develop a range of skills to ensure effective team working, independent initiatives, organisational competence and problem solving strategies.
TS10	Reflect adaptability and flexibility in approach to construction; showing resilience under pressure and meeting challenging targets within given deadlines.
TS11	Use quantitative skills to manipulate data, evaluate and verify existing theory.
TS12	Emotional intelligence and sensitivity to diversity in relation to people and cultures.

15 Key Learning & Teaching Strategy Methods

The learning and teaching strategy for the HNC Construction and the Built Environment (Civil Engineering) is explicitly designed to contribute to the achievement of intended learning outcomes which are clearly expressed at programme and unit level.

Lectures and Seminars	These are the most common techniques used by tutors. They offer an opportunity to engage with a large number of students, where the focus is on sharing knowledge through the use of presentations. Module tutors have extensive subject specialist knowledge and experience which is embedded into lectures and seminars to ensure that the students have up to date and industry specific knowledge.
Workshops	These are used to build on knowledge shared via tutors and seminars. Teaching can be more in-depth where knowledge is applied, for example to case studies or real-life examples. Workshops could be student-led, where students present, for example, findings from independent study. Workshops will be timetabled to ensure that students are able to stretch their learning and seek additional support from teaching staff.
Tutorials	These present an opportunity for focused one-to-one support, where teaching is led by an individual student's requirements. These can be most effective in the run up to assessment, where tutors can provide more focused direction, perhaps based on a formative assessment. Students will have a structured tutorial programme with the opportunity to request additional tutorials if required.
Virtual Learning Environments (VLEs) - Moodle	These are invaluable to students studying on a face-to-face programme. Used effectively, VLEs not only provide a repository for taught material such as presentation slides or handouts, but could be used to set formative tasks such as quizzes. Further reading could also be located on a VLE, along with a copy of the programme documents, such as the handbook and assessment timetable. The subject specialist librarian regularly accesses and updates programme and Moodle pages to ensure the most relevant and up-to-date journals and e-books are linked and students have access to them. Tutors provide a wide range of resources on Moodle including further reading, videos and links to essential sources.
Worked Based Learning	Any opportunity to integrate work-based learning into a curriculum should be taken. This adds realism and provides students with an opportunity to link theory to practice in a way in which case studies do not. All part-time students are involved in some form of employment in the Construction industry, which could be used, where appropriate, as part of their learning e.g. when assignments require students to contextualise a response to an issue in their work place.

Guest Speakers	These could be experts from industry or visiting academics. They could be used to present a lecture/seminar, a workshop or to contribute to assessment. The objective is to make the most effective use of an expert's knowledge and skill by adding value to the teaching and learning experience. A programme of events has been developed where experts from the Construction industry will present to students. Speakers will include representatives from profession bodies such as CIOB and ICE.
Field Trips	Effectively planned field trips, which have a direct relevance to the syllabus, will add value to the learning experience. Visits to relevant construction companies and attendance at conferences will be arranged through the duration of the programme. Through these trips students can relate theory to practice, have an opportunity to experience organisations in action, and potentially open their minds to career routes.

The programme will produce students who possess a rounded knowledge and understanding of Civil Engineering processes and skills to analyse complex problems appropriate to Civil Engineering. The learning and teaching strategy is designed to supplement the students existing knowledge and to encourage their acquisition of new subject knowledge while supporting them in the move towards a greater degree of independence and self-direction. It has been informed by the College's HE Learning, Teaching and Assessment Strategy 2014-20 and the College's BTEC HNC/HND Regulations.

All students have access to College library/learning centre resources including Maths and English Language workshops.

Through lectures, students are encouraged to develop the understanding of the concepts, theories and principles prior to application. Students will develop skills in listening and selective note taking and appreciate how information is structured and presented.

Key Assessment Strategy/Methods

The programme assessment strategy was developed with reference to the College HE Learning, Teaching and Assessment Strategy 2014-20 and the College's BTEC HNC/HND Regulations. The assessment process for the HNC Construction and the Built Environment (Civil Engineering) programme reflects both the aims and learning objectives of the programme and establishes clear links with the underlying philosophy of the learning and teaching strategy. This requires the use of a wide range of assessment methods involving an appropriate balance between formative and summative methods.

Formative assessment is primarily developmental in nature and designed to give feedback to students on their performance and progress. Assessment designed formatively should develop and consolidate knowledge, understanding, skills and competencies. It is a key part of the learning process and can enhance learning and contribute to raising standards. Through formative assessment tutors can identify students' differing learning needs early on in the programme and so make timely corrective interventions. Tutors can also reflect on the results of formative assessment to measure how effective the planned teaching and learning is at delivering the syllabus. Each student should receive one set of written formative feedback on what was done well and what can be improved if addressed in the summative assessment. This type of formative assessment encourages reflective practice, develops academic and personal skills and builds student confidence. Formative assessment is in evidence in all units throughout the programme and is usually given on a one-to-one basis, either during lesson time (where possible). The team operates an open door policy where students can talk to unit tutors.

Summative assessment is where students are provided with the assignment grades contributing towards the overall unit grade. For summative assessment to be effective it should also give students additional formative feedback to support ongoing development and improvement in subsequent assignments. All formative assessment feeds directly into the summative assessment for each unit and lays the foundations from which students develop the necessary knowledge and skills required for the summative assessment.

Each unit has a set of assessment criteria which the student must demonstrate to achieve a pass grade. Students will undertake one or more pieces of assessment for each unit and will need to show the assessment criteria for the unit have been met. Some of the assessments have elements of negotiation where the student can make decisions and agree with the tutor what will be undertaken for assessment. This ensures that the work has personal and professional relevance.

Assessments may include elements of:

- practical assessments;
- portfolios of evidence;
- data analysis;
- case studies;
- written reports;
- presentations;
- work-based evidence with employer verification statements.

All assessments will be submitted via Turnitin to ensure authentication of students' work.

17	Programme Units			
	Stage 1 (total 125 credits)			
	Unit	Title	Credits	Level
	1	Individual Project*	15	4
	2	Construction Technology*	15	4
	3	Science & Materials*	15	4
	4	Construction Practice & Management*	15	4
	6	Construction Information (Drawing, Detailing, Specification)#	15	4
	8	Mathematics for Construction#	15	4
	14	Building Information Modelling	15	4
20	Principles of Structural Design#	15	4	

* Mandatory Units

Specialist Units

18 Programme Structure

The HNC part-time programme structure is a blend of semesterised and year-long units. The units are sequenced to provide students with a coherent learning experience which will satisfy the programme aims and outcomes and enhance student retention. The structure will also ensure a practicable, even spread of student assessments throughout the academic year.

The part-time HNC programme is usually completed in three semesters. This offers HNC students successfully completing their award and wishing to 'top-up' to their respective pathway on the HND the opportunity to do so by joining the relevant part-time HND structure in semester 4.

The units on this programme have been designed from a learning time perspective. For example, a 15 credit point unit is equivalent to approximately 150 learning hours, of which 60 hours will be guided learning hours (i.e. when your tutor is present in a lecture or workshop)

The HNC programme has a total value of 120 credits and is equivalent to approximately 1200 hours total learning time (TLT). Within this learning time – which is time taken by students to complete the learning outcomes of each unit determined by the assessment criteria – there are Guided Learning Hours (GLHs). These are defined as time when your tutor is present and giving specific guidance (e.g.: lectures, tutorials, workshops). On this programme, there are approximately 480 GLHs.

Part-time - Year 1 (September Start)	
Semester 1	Semester 2
Construction Technology	Individual Project
Science & Materials	Building Information Modelling
Year-long Units	
Mathematics for Construction	

Part-time Year 2
Semester 3
Construction Practice & Management
Construction Information (Drawing, Detailing, Specification)
Principles of Structural Design

19 Support for Students and Their Learning

Student progression on the programme is supported by subject tutors and central College services.

College Level

The College employs dedicated staff to offer specialist advice and assistance for all students:

- Bradford Student Health Service is a dedicated NHS GP service specialising in Student Health. The Student Health Service provides a confidential and comprehensive service of health care with access to specialist services. Students who live in the practice area can register with one of the doctors and make full use of the service.
- Additional Learning Support (Disabilities and Difficulties) look after the learning support needs of all students with disabilities or difficulties in College, irrespective of their programme of study. They provide support and guidance for students whilst developing close links with programme tutors to ensure that the support put in place is appropriate to the students' individual needs and the requirements of the programme.
- Library resources are available on the second floor of the David Hockney Building with library staff available to give assistance if required.
- Technology and Media Services are also located on the second floor of the David Hockney Building. Various pieces of IT equipment can be accessed to enhance the learning experience.
- There are also other areas of personal interest to students, for example, the gym in the Trinity Green Building.

Programme Level

- The programme is managed by a Programme Leader who will aim to ensure that the student meets the programme learning outcomes alongside the awarding body expectations for quality.
- A comprehensive induction will introduce the student to the College and relevant Awarding Body (Pearson/BTEC) policies, procedures and the expectations of the programme. By the end of the induction, students will have met their tutors, know the key facts about the programme and more importantly, will have made new friends.
- The induction will also introduce students to the support services available at Bradford College. The induction process is repeated in Year 2 but on a lesser scale.
- Study skills sessions will be timetabled throughout their studies to develop academic skills including academic writing, research and referencing alongside developing key soft skills.
- A Personal Tutor is assigned to each student to provide pastoral care and an opportunity to discuss any issues that may arise throughout the academic year.
- The Programme team operates an 'open door' policy so students should feel comfortable in approaching a tutor if they have a question or problem. The Programme Leader provides pastoral care and can discuss any issues that may arise.

<p>20</p>	<p>Distinctive Features</p> <p>The HNC Construction and Built Environment (Civil Engineering) programme blends the theoretical teaching and learning with the practical teaching being explored through the extensive use of case studies, projects, guest speakers and practical assignments.</p> <p>The teaching team has diverse experience in a variety of Construction professions including management, design and surveying. This equips it with the expertise to deliver the multidisciplinary elements of the HNC programme ensuring students receive a high quality teaching and learning experience that prepares them for a range of careers in the Construction industry or progression to further study.</p> <p>Workshops and tutorials are available to all students in addition to the formal teaching sessions.</p> <p>The teaching team is currently developing an enrichment programme which will include a series of guest speakers from the Construction industry and visits to relevant Construction companies and organisations throughout the academic year.</p> <p>Students are encouraged to become student members of the Chartered Institute of Building (CIOB).</p> <p>The programme has been designed to be completed via part-time study (one day per week) over 1.5 years.</p> <p>Upon completion, students are able to progress to the Construction Management or Architectural Technology specialist pathways on the HND Construction and the Built Environment. These programmes can be studied part-time over 1.5 years starting in September.</p> <p>Depending on the pathway chosen by the student, they can go on to specialise in and find employment as:</p> <ul style="list-style-type: none"> ▪ Site Engineering Technician ▪ Structural Engineering Design ▪ Civil Engineering Design ▪ Transport Engineering Design
<p>21</p>	<p>Regulation of Assessment</p> <p>Assessment regulations are as published by the College and are in accordance with guidance provided by Pearson/BTEC. Regulations relevant to this programme of study are published in the student course handbook.</p>
<p>22</p>	<p>Indicators of Quality and Standards</p> <p>Annual review and monitoring will be conducted in line with College regulations using College processes. The full cycle of review will take place and is identified in the Academic Quality and Standards calendar. This cycle includes unit review/evaluation by students and staff and Student Experience Surveys (SES).</p>

	<p>Measures are in place to ensure robust internal and external quality assurance. These quality-related processes are outlined below:</p> <p>Programme committee meetings and annual monitoring events which are attended by student representatives.</p> <p>Unit reviews which are completed by students via Moodle.</p> <p>Moodle will also host chatrooms so that students can liaise regularly with one another as well as tutors.</p> <p>The delivery of the HNC Construction and the Built Environment (Civil Engineering) will be reviewed annually via production of an Annual Monitoring Report and, on a much more regular basis, through meetings of the programme delivery team.</p> <p>The programme will also be subject to external quality assurance processes such as external examiner review.</p>
<p>23</p>	<p>The Role of the Awarding Body</p> <p>As the awarding body, Pearson provides a programme of BTEC Higher Nationals offering specialist vocational study at Levels 4 and 5 which reflects the requirement of professional organisations and meets the National Occupational Standards for each sector or industry.</p> <p>BTEC Higher Nationals are directly available from Pearson as RQF qualifications. To offer BTEC Higher Nationals colleges must have both Centre and Qualification Approval.</p> <p>Pearson operates a quality assurance system for all BTEC Higher National programmes which ensures that centres have effective quality assurance processes to review programme delivery and that the outcomes of assessment are to national standards.</p>
<p>24</p>	<p>External Examination</p> <p>Pearson/BTEC assures itself of the standard of provision offered at the College through a series of quality assurance activities, including external examining.</p> <p>An independent academic, appointed by Pearson/BTEC, visits the College and assures themselves and Pearson/BTEC (via an annual report) of the quality of facilities, academic delivery and student achievement against described standards.</p>

Map of Outcomes to Units

Unit	Unit Name	KU1	KU2	KU3	KU4	KU5	KU6	KU7	KU8	KU9	KU10	CS1	CS2	CS3	CS4	CS5	CS6	CS7	CS8	ASS1	ASS2	ASS3	ASS4	ASS5	TSS1	TSS2	TSS3	TSS4	TSS5	TSS6	TSS7	TSS8	TSS9	TSS10	TSS11	TSS12				
1	Individual Project*	X		X		X	X	X	X	X				X	X					X		X			X	X						X		X						
2	Construction Technology*	X	X	X				X				X				X					X														X					
3	Science and Materials*		X	X	X	X		X				X	X		X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X		X	X		X	X	
4	Construction Practice and Management*	X	X	X	X	X	X		X	X		X	X		X				X	X		X				X		X		X		X	X					X		
6	Construction Information (Drawing Detailing, Specification)#					X	X	X		X	X				X	X	X				X		X	X	X	X	X	X	X						X		X			
8	Mathematics for Construction#										X	X				X					X		X			X											X			
14	Building Information Modelling	X	X	X			X					X		X		X	X			X	X	X	X	X			X									X		X		
20	Principles of Structural Design#	X	X	X			X				X	X		X		X	X	X			X	X	X	X	X	X	X	X	X	X	X	X						X		

* Mandatory Units

Specialist Units

Assessment Chart

HNC in Construction and the Built Environment (Civil Engineering)

	Level	Unit Title	Formative Assessment	Summative Assessment*
Year 1 units	4	Unit 1 – Individual Project (Pearson-set)	Week: 12 (Semester 2)	Assignment 1 (all LOs)
				Week: 14 (Semester 2)
	4	Unit 2 – Construction Technology	Week: 5 (Semester 1)	Assignment 1 (LO1)
				Week: 7 (Semester 1)
			Week: 12 (Semester 1)	Assignment 2 (LO2 & LO3)
				Week: 14 (Semester 1)
	4	Unit 3 – Science and Materials	Week: 4 (Semester 1)	Assignment 1 (LO1)
				Week: 6 (Semester 1)
			Week: 10 (Semester 1)	Assignment 2 (LO2 & LO3)
				Week: 11 (Semester 1)
	4	Unit 8 – Mathematics for Construction Year long unit	Week: 8 (Semester 1)	Assignment 1 (LO 1 & LO 2))
				Week: 10 (Semester 1)
	4	Unit 14 – Building Information Modelling	Week 10 (Semester 2)	Assignment 2 (LO3)
				Week: 13 (Semester 2)
	4	Unit 14 – Building Information Modelling	Week: 8 (Semester 2)	Assignment 1 (LO 1 & LO 2)
				Week: 10 (Semester 2)
Week 14 (Semester 2)			Assignment 2 (LO 3 & LO 4)	
			Week 16 (Semester 2)	

Year 2 units	4	Unit 4 – Construction Practice and Management	Week: 6 (Semester 1)	Assignment 1 (LO1 & LO 2)
				Week: 8 (Semester 3)
			Week: 12 (Semester 1)	Assignment 2 (LO3 & LO4)
				Week: 14 (Semester 3)
	4	Unit 6 - Construction Information (Drawing, Detailing, Specification)	Week: 5 (Semester 2)	Assignment 1 (LO1 & LO 2)
				Week: 7 (Semester 3)
			Week: 13 (Semester 2)	Assignment 2 (LO3 & LO4)
				Week: 15 (Semester 3)
	4	Unit 20 – Principles of Structural Design	Week: 5 (Semester 1)	Assignment 1 (LO1 & LO2)
				Week: 7 (Semester 3)
			Week: 14 (Semester 1)	Assignment 2 (LO3 & LO4)
				Week: 16 (Semester 3)

***Some assignments dates may be subject to change.**