PROGRAMME SPECIFICATION

Awarding body	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	
What type of accreditation does this programme lead to?	
Is accreditation in some way dependent on choices made by students?	
Final award/s available, eg BSc/DipHe/CertHE	BSc (Hons), BSc Ord, Dip HE Construction Technology Cert HE Built Environment Studies
Award title	Construction Technology
JACS 3 code	
UCAS code (available from Admissions)	
Relevant QAA subject benchmark statement/s	There is no specific Construction Technology benchmark statement but that for Construction, Property and Surveying (2008) has been referred to.
Other external and internal reference points used to inform the programme outcomes	CIOB Skills in the Construction Industry 2013 and RICS Assessment of Professional Competence
Mode/s of study *(p/t, f/t, distance learning)*	Full Time and Part Time
Language of study	English
Date at which the programme specification was approved, please include original approval date and dates of any revisions	September 2015

Criteria for admission to the programme

Entry requirements:

- A minimum of 240 UCAS tariff points at GCE A Level or equivalent;
- Appropriate AS-Level and Level 3 Key Skills qualifications will also be taken into account

- The Advanced Welsh Baccalaureate will also be taken into account
- Equivalent qualifications from an overseas country.

Non Standard Entry

Applications are welcomed from persons who do not possess the standard qualifications but who can demonstrate their capacity to pursue the programme successfully. This may include relevant experience in the Construction Industry. Applicants, who do not meet the criteria above, will be assessed on an individual basis by interview.

Overseas Students

In addition to the academic entry requirements, overseas students require a UKVI Approved Secure English Language Test (SELT) achieving an overall score of 6.0 with no component below 5.5. If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi. Applicants are asked to note that only an IELTS for UKVI test result will be accepted.

Recognition of Prior Learning/ Prior Experiential Learning (RPL/ RPEL)

Applicants with prior qualifications or relevant experience may be exempt from parts of the programme. These will be considered according to the University Regulations relating to RPL/ RPEL.

Aims of the programme

The aim of The BSc Hon. Construction Technology is to provide learners with the knowledge, skills and behaviours associated with employment in construction, civil engineering, surveying and project management disciplines within the construction industry, in accordance with effective practice as determined by the Chartered Institute of Building, the Royal Institution of Chartered Surveyors, Asset Skills and the QAA Benchmark for Construction Property and Surveying 2008.

Distinctive features of the programme

The distinctive features of the programme are:

- Glyndŵr University is the only CIOB accredited centre in Wales.
- The curriculum reflects the standards set out by the relevant professional bodies.
- The practical, work related, nature of the programme prepares full time learners for employment in the construction sector.
- The programme offers part time practitioners the opportunity to enhance their knowledge and to empower individuals in order to operate more effectively in practice.
- The assessments methods focus on real life challenges related to practice

- Learners will work with other built environment students in a real-life scenario in order to prepare them for work within an inter-professional environment.
- All tutors are members of professional bodies and have extensive experience of practice.
- The National Student Survey identifies Built Environment programmes as having very high student satisfaction levels.
- Graduate employability is consistently over 90%
- Students pursuing the Construction Technology programme will be provided with an appreciation of Building Information Management to reflect contemporary progressive developments within the industry.
- Links with Professional Organisations
- The course maintains close contact with industry though the Branch Committees of the Chartered Institute of Building as well as the Chartered Institute of Housing. Students are actively encouraged to become student members of the CIOB during the course of their studies, and to attend their training and development events, many of which are held at the University.
- We also encourage students to become student members of the RICS and to access the range of information provided in relation to real estate.

Following validation, this programme will be submitted for professional accreditation by the Chartered Institute of Building (CIOB) which would mean that on completion of the Honours degree, students will be eligible to apply for applicant membership of the CIOB.

Programme structures and requirements, levels, modules, credits and awards

The programme team have designed a three year 360 credit full time Honours Degree programme, and a five year 360 credit part time programme that will provide graduates with the necessary skills, knowledge and competencies that are required to work in the profession.

All students may opt to exit their studies at any point and take the relevant award be that a Certificate, Diploma, Ordinary Degree or Honours Degree. An Ordinary degree in Construction Technology will only be awarded to students who have successfully completed the Building Information Management module at Level 6.

In the case of part time students where a Block may have Modules from Levels 5 & 6 the exit strategy will be agreed in advance between the Student and the Programme Leader taking in to account the Academic Regulations. Students who have entered the programme using RP(E)L or Advanced Standing will be subject to restrictions if they choose to exit early.

Students who have entered the programme using RP(E)L or Advanced Standing will be subject to restrictions if they choose to exit early.

The tables below illustrate the Learning outcomes to be achieved in relation to the exit awards of Certificate of Higher education, Diploma of Higher Education, BSc and BSc Honours

In preparation for submitting a proposal for professional accreditations, the programme content, learning outcomes and credits align with the CIOB Education Framework 2010, and the Skills Councils common learning outcomes 2006.

For full time students, each year comprises 120 credits i.e. Year One 120 credits at level 4, Year Two 120 credits at level 5 and Year Three 120 credits at level 6.

Part time students will normally undertake 60 credits of study at level 4 in Year One (Block 1) then progress to a further 60 credits at level 4 in the second year (Block 2). Block 3 comprises 80 credits at level 5 whilst Block 4 has 40 credits at Level 5 and 40 at Level 6. Level 6 is then completed in Block 5 which includes an undergraduate Major Project

Programme Matrix

Full-time

Year One Level Four	Tri 1 & 2	Sustainable Development AUR429 20 Credits Core DC	Academic & Professional Development AUR424 20 Credits Core LD		Built Environment Law AUR431 20 Credits Core GC	
	Tri 1 & 2	Construction Technology 1 AUR428 20 Credits Core DC	CAD AUR427 20 Credits Core CS		Site Appraisal AUR432 20 Credits Core LD	
Year Two Level Five	Tri 1 & 2	Construction Technology 2 AUR507 20 Credits Core GC	Construction Materials AUR509 10 Credits Core LD	Renewable Energy AUR508 10 Credits Core DS	Construction Site Management AUR518 20 Credits Core LD	
	Tri 1 & 2	Development Management AUR513 20 Credits Core GC	Architectural Structures AUR506 20 Credits Core CS		Research Methodologies AUR503 20 Credits Core JR	
Year Three Level Six	Tri 1 & 2	Construction Technology 3 AUR612 20 Credits Core DC	Inter-professional Studies AUR611 20 Credits Core DC		Major Project AUR603 40 Credits Core DC	
	Tri 1 & 2	BIM AUR606 20 Credits Core CS	Project Management AUR607 20 Credits Core LD			

Part time

Block 1	Block 2	Block 3		Block 4	Block 5
Sustainable Development AUR429 20 Credits Core L4 DC	Construction Technology 1 AUR428 20 Credits Core L4 GC	Architectural Structures AUR506 20 Credits Core L5 CS		Construction Site Management AUR518 20 Credits Core L5 LD	BIM AUR606 20 Credits Core L6 CS
Built Environment Law AUR431 20 Credits Core L4 GC	Site Appraisal AUR432 20 Credits Core L4 LD	Construction Technology 2 AUR507 20 Credits Core L5 GC		Development Management AUR513 20 Credits Core L5 GC	Project Management AUR607 20 Credits Core L6 LD
Academic and Professional Development AUR424 20 Credits Core L4 LD	CAD AUR427 20 Credits Core L4 CS	Research Methodologies AUR503 20 Credits Core L5 JR		Construction Technology 3 AUR612 20 Credits Core L6 DC	Major Project AUR603 40 Credits Core L6 DC
		Construction Materials AUR509 10 Credits Core L5 LD	Renewable Energy AUR508 10 Credits Core L5 DS	Inter-professional Studies 20 Credits Core L6 DC	

Intended Learning Outcomes of the programme

The intended learning outcomes are illustrated in the table overleaf.

	Certificate of Higher Education in Built Environment Studies	Diploma of Higher Education in Construction Technology	BSc Construction Technology	BSc (Hons) Construction Technology
A. Knowledge and Understanding				
A1			Demonstrate an understanding of extended design and project management techniques including BIM	Demonstrate an understanding of extended design and project management techniques including BIM
A2	Describe knowledge of the principles of traditional and modern construction technology to a variety of development scenarios.	Demonstrate knowledge of the principles of traditional and modern construction technology to a variety of development scenarios.	Demonstrate and apply knowledge of the principles of traditional and modern construction technology to a variety of development scenarios.	Critically evaluate and apply knowledge of the principles of traditional and modern construction technology to a variety of development scenarios.
A3	Describe projects, including auditing and monitoring and quality assurance procedures.	Plan projects, including demonstrating knowledge of auditing and monitoring and quality assurance procedures.	Plan projects, including definitive auditing, monitoring and quality assurance procedures.	Plan and critically evaluate projects, including definitive auditing, monitoring and quality assurance procedures.
A4	Describe existing buildings and new designs, advising on issues relating to building services, materials, utilities and Carbon reduction	Employ knowledge of existing buildings and new designs, advising on issues relating to building services, materials, utilities and Carbon reduction	appraise existing buildings and new designs, advising on issues relating to building services, materials, utilities and Carbon reduction	Critically evaluate existing buildings and new designs, advising on issues relating to building services, materials, utilities and Carbon reduction
A5	Describe the social, legal and economic framework of the built environment	Describe and apply knowledge of the social, legal and economic framework within the built environment	Demonstrate a critical awareness of the social, legal and economic framework within the built environment	Demonstrate a critical awareness of the social, legal and economic framework within the built environment
A6		Illustrate the principles and processes of Project and Resource Management	Apply the principles and processes of Project and Resource Management	Apply the principles and processes of Project and Resource Management
A7		Be able to use current technology to deliver a comprehensive schedule for a development scenario	Be able to use current technology to deliver a comprehensive schedule for a development scenario	Be able to use current technology to deliver a comprehensive schedule for a development scenario
A8				A critical awareness of techniques applicable to research and its application to the practice context..

	Certificate of Higher Education in Built Environment Studies	Diploma of Higher Education in Construction Technology	BSc Construction Technology	BSc (Hons) Construction Technology
B	**Intellectual skills:**			
B1		Identify the aims and objectives of research and demonstrate the ability to collect, organise and critically evaluate data.	Apply research and demonstrate the ability to collect, organise and critically evaluate data.	Critically evaluate the aims and objectives of research and demonstrate the ability to collect, organise and critically evaluate data.
B2				Present in a professional, concise and accurate fashion findings from research and practical investigations.
B3	Identify own learning needs and undertake personal development, evaluating achievements against targets.	Review and identify own learning needs and undertake personal development, evaluating achievements against targets.	Review and identify own learning needs and undertake personal development, evaluating achievements against targets.	Critically review and identify own learning needs and undertake personal development, evaluating achievements against targets.
B4	Describe social, political and cultural issues and implications of innovative developments in the general field of the Built Environment.	Evaluate social, political and cultural issues and implications of innovative developments in the general field of the Built Environment.	Critically evaluate social, political and cultural issues and implications of innovative developments in the general field of the Built Environment.	Critically evaluate social, political and cultural issues and implications of innovative developments in the general field of the Built Environment.
C	**Subject skills.**			
C1	Select appropriate construction technologies for Sustainable Development of the Built Environment	Select and apply appropriate construction technologies for Sustainable Development of the Built Environment	Appraise and apply appropriate construction technologies for Sustainable Development of the Built Environment	Critically evaluate appropriate construction technologies for Sustainable Development of the Built Environment
C2		Select and justify appropriate contractual documentation for a variety of developments.	Select and evaluate appropriate contractual documentation for a variety of developments.	Select and critically evaluate appropriate contractual documentation for a variety of developments.
C3			Work effectively in teams through appropriate interpersonal relationships utilising group dynamics to agree and assess goals, plans, reviews and progress.	Work effectively in teams through appropriate interpersonal relationships utilising group dynamics to agree and assess goals, plans, reviews and progress.
C 4	Have an awareness of professional ethics and values together with the duty of care and corporate responsibility.	Demonstrate a critical awareness of professional ethics and values together with the duty of care and corporate responsibility.	Have a critical awareness of professional ethics and values together with the duty of care and corporate responsibility.	Have a critical awareness of professional ethics and values together with the duty of care and corporate responsibility.
C5			Evaluate risk and apply health, safety and welfare procedures to potential development scenarios	Critically evaluate risk and apply health, safety and welfare procedures to potential development scenarios

	Certificate of Higher Education in Built Environment Studies	Diploma of Higher Education in Construction Technology	BSc Construction Technology	BSc (Hons) Construction Technology
D. Practical, Professional and Employability skills.				
D1	Discuss effective working relationships conducive to conflict avoidance or resolution.	Develop effective working relationships conducive to conflict avoidance or resolution.	Develop, maintain and encourage effective working relationships conducive to conflict avoidance or resolution.	Develop, maintain and encourage effective working relationships conducive to conflict avoidance or resolution.
D2	Use Information Technology to prepare and present information using appropriate media.	Use Information Technology to prepare and present information using appropriate media.	Use Information Technology to prepare and present information using appropriate media.	Use Information Technology to prepare and present information using appropriate media.
D3	Describe factors affecting developments in the Built Environment	Demonstrate knowledge of factors affecting developments in the Built Environment	Advise clients upon factors affecting developments in the Built Environment	Advise clients upon factors affecting developments in the Built Environment
D4	Understand what constitutes an Equal Opportunities and non-discriminatory environment.	Understand and work within an Equal Opportunities and non-discriminatory environment.	Appraise, understand and work within an Equal Opportunities and non-discriminatory environment.	Appraise, understand and work within an Equal Opportunities and non-discriminatory environment.
D5			Apply effective time and resource management to both group and individual tasks.	Apply effective time and resource management to both group and individual tasks.
D6	Participate in relevant Professional Body activities including CPD and progression to Chartered Status	Participate in relevant Professional Body activities including CPD and progression to Chartered Status	Participate in relevant Professional Body activities including CPD and progression to Chartered Status	Participate in relevant Professional Body activities including CPD and progression to Chartered Status

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

	Module Title	*Core/ Option*	***A1***	***A2***	***A3***	***A4***	***A5***	***A6***	***A7***	***A8***	***B1***	***B2***	***B3***	***B4***	***C1***	***C2***	***C3***	***C4***	***C5***
Lev 4	*Con Tech 1*	*C*		*											*				
	CAD	*C*													*				
	Site Appraisal	*C*					*												
	Sustainable Development	*C*				*	*							*	*				
	B E Law	*C*																*	
	Pers & Acad Development	*C*			*								*					*	
	Module Title	*Core/ Option*	***A1***	***A2***	***A3***	***A4***	***A5***	***A6***	***A7***	***A8***	***B1***	***B2***	***B3***	***B4***	***C1***	***C2***	***C3***	***C4***	***C5***
Lev 5	*Con Tech 2*	*C*		*		*									*				
	Architectural Structures	*C*							*										
	Research Methodologies	*C*									*								
	Development Management	*C*			*								*			*			*
	Construction Site Manage	*C*						*								*		*	
	Construction Materials	*C*		*															
	Renewable Energy	*C*					*												
	Module Title	*Core/ Option*	***A1***	***A2***	***A3***	***A4***	***A5***	***A6***	***A7***	***A8***	***B1***	***B2***	***B3***	***B4***	***C1***	***C2***	***C3***	***C4***	***C5***
Lev 6	*Major Project*	*C*	*						*	*		*							
	Interprofessional Studies	*C*			*		*	*				*	*				*	*	
	Con Tech 3	*C*		*		*						*			*				
	BIM	*C*	*						*										
	Project Management	*C*			*		*	*						*		*		*	*

	Module Title	*Core/ Option*	***D1***	***D2***	***D3***	***D4***	***D5***	***D6***
Lev 4	*Con Tech 1*	*C*						
	CAD	*C*						
	Site Appraisal	*C*			*			
	Sustainable Development	*C*						
	B E Law	*C*	*					
	Pers & Acad Development	*C*	*	*		*		*
Lev 5	*Module Title*	*Core/ Option*	***D1***	***D2***	***D3***	***D4***	***D5***	***D6***
	Con Tech 2	*C*						
	Architectural Structures	*C*						
	Research Methodologies	*C*				*		
	Development Management	*C*	*	*	*			
	Construction Site Manage	*C*						
	Construction Materials	*C*				*		
	Renewable Energy	*C*						
Lev 6	*Module Title*	*Core/ Option*	***D1***	***D2***	***D3***	***D4***	***D5***	***D6***
	Major Project	*C*						
	Inter-professional Studies	*C*	*	*	*	*	*	*
	Con Tech 3	*C*						
	BIM							
	Project Management							

Learning and Teaching strategy used to enable outcomes to be achieved and demonstrated

Reference Points

The following sources have been used to inform the learning and Teaching Strategy:

- Glyndŵr University's Teaching and Learning framework,
- Glyndŵr University Graduate Attributes
- QAA[1] Subject Benchmark statement for Construction 2008, the
- QCA[2] descriptors for Higher Education Qualifications,
- CIOB Education Framework for Undergraduate Programmes
- RICS Assessment of Professional Competence for Commercial Property Practice and Residential property Practice (August 2014)

Learning and Teaching Strategy

The approach to learning and teaching is one which meets the needs of the subject specific knowledge requirements, recognises the functional areas of practice, enables skills development, allows for the practice application of knowledge and encourages students to become reflective practitioners.

The learning and teaching methods adopted reflect this in the following ways:

- Lectures are used to impart key information and showcase new ways of working which will enable students to develop a sound understanding of the principles of their field of study as well as identifying new ways of working.
- Construction Technology students will take part in simulated development projects which reflect procedure and practise within the industry, culminating in the Inter-professional Studies module at Level 6 where students from all cohorts work together to set up development companies for a real site and proceed through the various stages required to bring a scheme to completion.
- Case studies, role plays and group working will be used to facilitate application of the principles more widely. They will also be used to prompt discussion and practice problem solving skills. This will also allow students to evaluate the appropriateness of different approaches to solving problems.
- Employability Skills are embedded through the programme. (see below under work related learning)
- The use of reflective reports, for example, in for Academic and Professional Development and Inter Professional Studies facilitates reflection on the qualities necessary for employment, requiring the exercise of personal responsibility and decision making. Additionally they allow students to identify the limits of their knowledge and skills and identify strategies for development.
- The use of a portfolio in Construction Site Management will enable learners to reflect on the practice application of their skills and knowledge as well as reinforcing the ethical aspects of their practice.

[1] Quality Assurance Agency for Higher Education
[2] Qualifications and Curriculum Authority

- Assessments are used to facilitate learning as well as providing an indication of student achievement.
- Site visits will be used to enhance class based activities.
- Guest practitioner lectures will provide a practice perspective. This is in keeping with the current programme philosophy which places emphasis on the practical application of knowledge and skills.
- The balance between class contact / formal teaching and directed study is detailed within the modules specifications.

Recognition of the Cohort Identity

There is a need to ensure efficiencies in delivery and facilitate an understanding of the interconnectedness of the different roles and professions operating in the Built Environment. For this reason the curriculum will be delivered through a range of modules which are shared by all of the Built Environment programmes with the addition of programme specific modules.

The team recognises that the learning and teaching strategy should reflect the different practice contexts of the students. This is particularly important where students are sharing common modules. In order to achieve this the team have agreed the following strategy.

1. To ensure that the teaching methods adopted for classroom and related activity are planned to ensure that tutors use examples drawn from all of the disciplines when explaining the application of theory to practice.
2. To ensure that group discussions, case study / problem solving activity relate to and reflect the different aspects of practice represented within the classroom.
3. Where guest lecturers are used to deliver shared modules they will be briefed by the module tutor to ensure that they are aware of the student profile and that the proposed presentation accommodates this.

Use of the Virtual Learning Environment

The VLE is used for a variety of purposes:

1. It provides a platform for academic activity acting as a repository for information for the students and providing a means by which tutors can communicate updates and information to the cohort as a whole.
2. It is also used to create and build a community of scholars through the use of forums which are essentially used to help to maintain contact and direct and promote discussion.

Progression of Learning

The first year (level 4) modules comprise a set of building blocks that introduce students to the range of subject knowledge and practical skills required throughout all Built Environment programmes. Subjects are approached from a perspective of practical problem solving underpinned by theoretical understanding of professional knowledge. Students are expected, progressively, to participate in their own learning and this is also supported by the Academic and professional development module. Students will be introduced to group working and co-operative study in Site appraisal and Academic and professional Sills but this will not be formally assessed.

In the second year (level 5) modules cover subjects of a more complex and specialist nature, (i.e. Architectural Structures and Construction Site management) involving appraisal of practical

situations, more complex options and policy analysis. These require students to prepare for lectures and seminars and are backed up by research skills and professional development modules that assist in linking and aiding coherence across the programme.

The final year (level 6) brings students into a range of challenging opportunities that enables them to demonstrate critical awareness of their subject and to demonstrate the ability to deal with complex issues associated with professional practice. The Major Project, the Inter Professional Studies Module, and Building Information Management Modules are core to this aim.

At all levels use is made of realistic vocational scenarios to link individual modules and aid subject coherence at a level appropriate to the student's development. Personal tutorials support the students and assist them to plan their own work and contribution to learning. Students are also expected to pursue their studies through independent study and research in addition to staff contact time.

Work Related Learning Statement

The learning experience reflects the vocational nature of the architectural design/ construction/ Construction Technology professional in content, skills and employability provision. In keeping with the expectations of the professional body and industry, the course is designed to prepare students for their future career or in the case of part time students to further develop their career opportunities. The learning teaching and assessment strategy reflect the challenges of working in the real world with a mixture of coursework, project work, site visit reports, simulations and presentations.
Examples of modules which incorporate work related learning include:

Level 4

Site Appraisal
Learners will undertake a site appraisal of a potential development site
Academic and Professional Skills – Students will be required to join their relevant professional body and engage in CPD. They will also be asked to demonstrate an understanding of the codes of conduct expected by their professional bodies

Level 5

Development Management.
Will require learners to apply knowledge to simulated practice situation
Construction Site Management
Learners will be asked to develop a plan for the setting up and management of a construction site based on a potential development site.
Architectural Structure
Learners will apply Eurocodes to structural elements or proposed buildings

Level 6

Inter professional Studies
At Level 6 all learners will take part in a simulation of a real life interdisciplinary, collaborative scenario

Welsh Medium Provision

In line with University's Welsh Language Policy, students are entitled to submit their assessments in Welsh. The programme will be delivered through the medium of English though students may request that they are provided with a Welsh-speaking personal tutor should they express this preference.

Assessment Regulations

The regulations for Bachelor Degrees, Diplomas and Certificates apply to this programme.

Borderline classifications will be addressed thus:
Substantial module – Level 6 Major Project
The classification will be raised to the next level if the following criteria are met:

- The mark for the substantial module falls within the higher classification
- At least 50% of the credits at level 6 fall within the higher classification
- All level 6 modules have been passed at the first attempt

Assessment strategy used to enable outcomes to be achieved and demonstrated

The assessment strategy for the Programme is informed by professional body requirements, relevant QAA benchmark statements and good practice in assessment.

The overall strategy for the Programme as a whole is to ensure that assessment

- provides the opportunity for learners to demonstrate achievement of the learning outcomes at each level of study
- allows learners to demonstrate achievement at the threshold and exemplary levels
- reflects the requirements of practice
- increases employability
- is sufficiently varied in order to accommodate different learning styles
- provides opportunities for diagnostic, formative and summative feedback.

Level 4
The strategy at Level 4 is to assess the learner's skills development, knowledge and understanding to ensure that they are adequately prepared to progress to Level 5. At this level learners are expected to develop their ability to research information within clearly stated parameters. With the support of tutors they will begin to develop and apply analytical skills and to start to evidence problem solving skills.

Each module has a minimum of two assessment tasks. This allows for the provision of formative assessment and academic development within the module.

A range of different forms of assessment provide learners with opportunities to research and present findings in a variety of ways.

Assessment is restricted in the initial weeks in order to ensure that incoming learners have sufficient time to settle into the course academically. The two assessments planned for this period will be used to support skills development in relation to research, presentation and IT.

Level 5

The overall strategy at Level 5 is to ensure learners have a detailed knowledge of their subject disciplines, and are capable of analysing a wide range of information with some guidance from tutors. Learners are expected to further develop and demonstrate their analytical and employability skills by evaluating the relevance and significance of information and applying this to practice related tasks. For example in Construction Site Practice and Development Management learners will be presented with a range of practice related scenarios which test their ability to analyse complex legal and good practice information and apply this to each problem. In Construction Technology 2 learners will be asked to evaluate complex commercial buildings in terms of structure materials and services .The Research Methods Module will provide underpinning knowledge and skills development and as such acts as a precursor for the Major Project.

Level 6

At Level 6 learners will be expected to demonstrate a comprehensive knowledge of their discipline with an ability to extract information from a wide range of sources without guidance.

They will have developed their independent learning skills which will be used to enable them to determine individual approaches to meeting learning outcomes.

Assessment Practices and Processes

Assessment Criteria

The standard of all assessment tasks will reflect the QAA Characteristics March 2010. The assessment criteria for each module will be contextualised to reflect the learning outcomes of the module

Feedback on Assessment

Learners will receive written feedback within the timescales laid down by Glyndŵr University. All students will receive individual written feedback on their assessed work. This will be provided on a standard form, which includes feedback on performance and identifies areas for improvement and development.

Plagiarism

Where practicable, Turnitin will be used a tool to support learners to develop their academic writing style as well as to detect plagiarism or collaboration.

Double Marking and Moderation

All module assessments will be internally verified with a sample being moderated by the external examiner in accordance with Glyndŵr University's Regulatory Requirements.

Extenuating Circumstances and Deadlines for Submission

Learners will be given a schedule of assessment submission dates for the year. They will be informed of the penalties which apply for non-submission. Learners will be made aware of the procedure relating to extenuating circumstances and will be encouraged to work closely with their tutors should they require support and guidance on this matter.

Indicative Assessment Timetable

Week	Wk/bg	Module	Assessment
9	21.09.15	**Induction week – Year 1**	
10	28.09.15		
11	05.10.15		
12	12.10.15		
13	19.10.15		
14	26.10.15	**Tutorial/study week**	
15	02.11.15	Sustainable Development (4)	Report
16	09.11.15		
17	16.11.15		
18	23.11.15		
19	30.11.15	Con Tech 3 (6)	Presentations
20	07.12.15	Con Tech 3 (6) Research methodologies (5) CAD (4) BE Law (4)	Presentations Case Study Drawings Essay
21	14.12.15	BIM (6) Academic and Professional Dev. (4)	Presentation Presentation
22	21.12.15	**Christmas Vacation**	
23	28.12.15		
24	04.01.16	Construction Materials (5) Inter-professional Studies (6)	Report Group Presentation
25	11.01.16	Sustainable Development (4) Project Management (6)	Essay Essay
26	18.01.16	Con Tech 2 (5)	Essay
27	25.01.16	Development Management (5) Architectural Structures (5)	Case Study Project
28	01.02.16	Con Tech 1 (4)	Case study
29	08.02.16	Construction Materials (5)	Presentation
30	15.02.16	Site Appraisal (4) CAD (4)	Practical Drawings
31	22.02.16	**Tutorial/study week**	
32	29.02.16		
33	07.03.16		
34	14.03.16	CAD (4)	Drawings
35	21.03.16		
36	28.03.16	**Easter Vacation**	
37	04.04.16		
38	11.04.16	Construction Site Management (5) BIM (6)	Portfolio Essay
39	18.04.16	Site Appraisal (4) Academic and Professional Dev.(4) Con Tech 3 (6)	Case Study Portfolio Essay
40	25.04.16	BE Law (4) CAD (4) Development Management (5) Con Tech 2 (5) Research methodologies (5) Major Project (6) Inter-professional Studies (6)	Essay Drawings Case Study Case Study Proposal Final Document Presentation and Report
41	02.05.16	Con Tech 1 (4) Sustainable Development(4) Architectural Structures (5) Renewable Energy (5) Construction Site Management (5) Project management (6) BIM (6) Major Project	Essay Coursework Project Report Presentation Report Report Project

Programme Management

Programme Team
Dave Cheesbrough-(Programme Leader) (DC)
Louise Duff (LD)
Gareth Carr (GRC)
Jane Richardson (JR)
Colin Stuhlfelder (CS)

The programme team have a wide range of appropriate professional qualifications and memberships:- the Architects Registration Board (ARB), the Chartered Institute of Architectural Technologists (CIAT), the Chartered Institute of Building (CIOB), the Institute of Civil Engineers (ICE) the Chartered Institute of Housing (CIH), the Royal Institution of Chartered Surveyors (RICS) and the Chartered Association of Building Engineers (CABE).

In most cases members are active at regional or national level participating in CPD events, a growing number of which are hosted at Glyndŵr University with many current and former students attending. Team members continue to take up positions as external examiners, as members of validation panels both internally and externally and as PSRB representatives nationally and internationally.

Programme Management

The programme leader will take overall responsibility for quality assurance and enhancement in line with the expectations detailed within the University's Programme Leaders Handbook.

Each module will be assigned to a named module leader who will take responsibility for the delivery of the learning, teaching and assessment of the module. In keeping with the policies and procedures agreed by the University, the key mechanism for quality control and enhancement at programme level will be the processes and procedures associated with the annual monitoring cycle which is formalised through the production of the Annual Monitoring Report (AMR). The AMR evaluates the programme delivery drawing on feedback from students, the professional body, external examiners and employers. Specific methods used for consulting students include the completion of SEMs, Staff Student Consultative Committees and end of year group feedback sessions The outcomes of this report are scrutinised and agreed at Programme Level at programme Boards with subsequent monitoring and review being formalised though the School Board and the Standards and Quality Committee.

Feedback will be provided to students in the following ways:

- Minutes and responses to SSCCs will be posted on the VLE
- External Examiner reports and any associated actions arising will be presented to students in the November SSCC.
- An overview of the draft AMR and associated actions will be presented to the SSCC in November.
- An update on achievement of AMR Action plans will be provided in the March SSCC

The Programme team meet monthly in order to monitor programme performance. Issues discussed include recruitment and retention, student feedback, assessment calendars approaches to teaching

and learning, coordination of site visits and guest lecture plans. Peer observation is undertaken this includes classroom based observation as well as peer review of marking, assessment and feedback.

The programme leader is responsible for day to day management of the programme and Personal Tutors ensure the welfare and development of each student on the programme throughout their period of study.

Student feedback is gathered on an ongoing and informal basis within a variety of situations and also in a formal way at Staff Student Consultative Committees.

The Built Environment Employers and Practitioners Forum is available to advise on vocational relevance, employability issues, currency of curriculum content and a range of professional practice issues that are associated with accreditation and this is facilitated through a programme of breakfast meetings.

External examiners are nominees of the accrediting professional bodies and usually make additional visits during the year.

Research and scholarly activity underpinning the Curriculum

The team are all members of the various professional bodies associated with the accreditation of the courses and participate at different levels within these; including being part of committees and task groups. Furthermore some of the team are members of and engage with other related bodies, such as the Institution of Civil Engineers, which aids in maintaining the wider currency of the courses as well as placing them in the broadest context of the construction sector.

Through engagement with the accrediting bodies, particularly from those members of the team who have achieved Chartered or Fellow status within these, the benefits for the students in also engaging as student members, and then progressing to higher grades of membership on graduation, is easier to establish through this shared experience. Extensive use of their published materials, case studies, good practice, web tools, CPD events, site visits and other resources can be seen evidenced in the content of lectures and in the resources and links on the Moodle pages for the programmes.

Furthermore, active engagement with these accrediting bodies also supports the network of industry contacts available to the team and then, onwards, to the students. While the benefits of this for job opportunities are obvious, it also opens up further opportunities for visiting active sites to underpin the scenarios and simulations used in the teaching of these programmes, as well as the chance to invite professionals in to share their experiences and possibly review presentations and work.

While the professional bodies do offer some international links, it is primarily through the European Union Erasmus programme that direct engagement with international influences, case studies, models etc. is accessed. Currently the team undertakes teaching exchanges with IUT Alençon (University of Caen-Basse, Normandy), the University of Louvain in Belgium, and the Eötvös Lorand University, in Budapest. Furthermore there are links with a French institution and universities in Barcelona and Zaragoza, who also send Erasmus students to Levels 5 and 6; adding a direct and persistent alternative perspective for UK-based students beyond the snap shot provided by teaching visits.

Currently the team are in discussion with the Erasmus partners with regards to setting up an Urban Studies partnership for sharing information and exploring research opportunities. Urban Studies has been selected as a topic in order to accommodate the differing perspectives and strengths of the various institutions, including that of the Built Environment where students share some of their lectures

with the Chartered Institute of Housing-accredited Social Housing courses. The input of this partnership will be reflected in course content, as the teaching visits have already done, and as other international links have previously assisted in developing a broader understanding of built environment practice. For example members of the team were involved over a number of years with the Southern African Housing Foundation. During this period, papers were delivered in Cape Town and at joint presentations in Cardiff, and information was exchanged which still features in various modules, and is to be adapted again as part of the new Architectural Design Technology modules.

The team also seeks to maintain course currency by engaging with other educational institutions and industry bodies, working closely with both Coleg Cambria in North East Wales, and Grŵp Llandrillo Menai in North West Wales. At these colleges HNCs from the Built Environment are offered under franchise. The various teams are working to coordinate marketing and to establish a route from BTEC to BSc through these collaborative arrangements. With regards to industry bodies, the team are involved with Principality and National training boards and schemes, as well as active Board Members with local and national sector organisations, including one of the UK's largest social housing provider, focusing on a region of the North West of England with some of the oldest and most challenging housing stock in areas of significant social deprivation.

As support to the engagement of the team with the regional sector, an active consultancy service has been offered since 2009 which has seen the team directing housing policy and strategy relating to need and supply from the Menai Straights to the head of the South Wales valleys, and from the English borders to the tip of the Llyn Peninsula. Most recently the team have been involved in harmonising access to social housing across North West and parts of North East Wales. One ongoing consultancy and research partnership with Denbighshire County Council has included assessing housing needs and housing markets, evaluating community and cultural resources in a rural town, a review of the single pathway and complex case project for their Supporting People programme, and a successful Knowledge Transfer Partnership resulting in the production of an environmental awareness community engagement toolkit and the appointment of the KTP Associate to a role at the Council. Additional current projects include the piloting of a non-survey based review of the private housing stock of the county of Gwynedd; including assessing how to use data based on the Housing Health & Safety Ratings System can assist in directing future strategy, and how a county with pre-1900 and older stock in areas affected by a weak supply chain and inflated second home prices can still meet improvement requirements and local housing demand.

With regards to research the team have a varied range of interests with direct relevance to the course. For example a Building Information Modelling research project is being conducted with a lecturer from Leeds University with the active participation of a 2nd Year Architectural Design Technology student exploring the implications for post-handover management of schemes. The majority of staff are also currently actively involved in or are awaiting the outcome of PhDs, Professional Doctorates, and additional Masters degrees with either direct or contributory relevance to current and future course content and direction. These include: exploring e-learning platforms as a means of furthering BIM related education; examination of collaborative partnerships to deliver organisational, as well as systems and culture change across organisations and regions; an examination of historic working practices in the local mining industry with implications for dealing with sites affected by the legacy of mining in Wales and the UK; and a unique archive examination leading to the first comprehensive study of 19th century large scale urban development in Liverpool by a noted North Walian architect, with implications for construction, planning and building control modules on the proposed programmes.

Finally the team are involved in a number of internal and external assessor, examiner and committee roles. Within the University, they are chairs/members of the ethics, quality assurance, research and

procedural committees, as well as assessors for external universities both in their roles as educators, and also as appointed evaluators for the accrediting bodies detailed earlier.

Particular support for learning

The team subscribe to the view that their key role is to facilitate the engagement of the learner and the enhancement and enrichment of the learning experience wherever learning takes place. The learning infrastructure and student support mechanisms support this role in the following ways.

University Level

At University level, learning support provided includes welfare services, healthcare provision and services for learners with educational support needs. These services are advertised on the web site and signposted within the Student Handbook.

There is also a University commitment to ensure that learners are aware of their rights and responsibilities. This information is provided electronically through the web site. Learners who need to exercise their rights, for example to make an academic appeal, are advised and supported by the Student Guild. Likewise students who may be the subject of a disciplinary hearing are also advised by the Students Guild.

Learner representation and opportunities to evaluate institute policies and procedures is evident throughout the University, and includes student representation on the Board of Governors and Standards and Quality Committee.

Learning Resources are provided centrally within the Library and these include a range of relevant books, journals and electronic resources. The University has developed a Virtual Learning Environment and the programme team have used it to provide an extensive range of learning materials and are now developing more interactive approaches to learning. To this end one of the team members has completed the post graduate certificate in E learning.

Programme Level

Learners will be signposted to University services through the Programme student handbook.

Learners will contribute to quality assurance and improvement in the following ways: module evaluation questionnaires; perception of programme questionnaires and representation on the staff student liaison committee and on School Boards.

On the individual level, learners will be supported in their learning in the following ways:

- Students will be provided with a programme handbook which details their programme of study and signposts them to University level support mechanisms, policies and regulations.
- Student academic support needs will be met in the following ways.
    - Individual tutorials with academic tutors to identify individual learning needs and aspirations which will then be monitored throughout the programme.
    - Where necessary the team will make reasonable adjustment to assessments in order to reflect the needs of learners with support needs.

- Tutors will use the VLE as a repository for course material and are actively engaging in developing opportunities to use this to provide feedback to students, promote online discussion and promote a VLE academic community.
- Pastoral support will be provided by a named personal tutor who will remain with them for the duration of their study.
- Should a student wish to change their assigned Personal Tutor, this can be accommodated.
- The University study skills tutor will be available to support and guide to students for on-going individual and/or small group support on a self-referral basis throughout the year including the summer period.
- Induction programmes will include Study Skills and IT, and the VLE.
- Each programme of study will have arrangements in place for a programme student representative. This representative will be invited to attend Programme meetings and where appropriate, relevant Institutional Meetings

Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so, irrespective of age, gender, disability, sexuality, race or social background.