

Programme Specification

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[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details			
1.1	Awarding body	Wrexham University	
1.2	Teaching institution	Wrexham University Coleg Cambria	
1.3	Final award and programme title (Welsh and English)	BEng (Anrh) Peirianeg Sifil (Prentisiaeth Gradd) BEng (Hons) Construction Management (Degree Apprenticeship)	
1.4	Exit awards and titles	BSc (Ord) Construction Management Diploma of Higher Education in Construction Management Certificate of Higher Education in Construction Management	
1.5	Credit requirements	Successful completion of 360 credits at Level 6 entitles the student to a Bachelor's degree with Honours. Successful completion of 300 credits at Level 6 entitles the student to an Ordinary Bachelor's degree. Successful completion of 240 credits at Level 5 entitles the student to a Diploma of Higher Education. Successful completion of 120 credits at Level 4 entitles the student to the exit award of Certificate of Higher Education.	
1.6	Intake points	September	
1.7	Mode of study	Part time	
1.8	Length of delivery	4 years	
1.9	Location of delivery	Wrexham University: Plas Coch Campus Coleg Cambria: Bersham Rd Wrexham LL13 7UH Mold Rd Wrexham LL11 2AW	
1.10	Mode of delivery	Part time	In person
1.11	Language of delivery	English	
1.12	Faculty	Faculty of Arts, Computing and Engineering (FACE)	
1.13	Subject area	Built Environment	
1.14	HECoS Code	100151	

Section 1 – regulatory details					
1.15	Suitable for applicants requiring a Student Visa?	Part time		In person	No
1.16	Is DBS check required on entry?	No			
1.17	Professional, Statutory or Regulatory Body (PSRB) accreditation	This information is correct at the time of validation, please refer to the PSRB register for current accreditation status. The PSRB in these contexts is intended to be the Chartered Institute of Building [CIOB]. Successful completion of an accredited BSc (Hons) Construction Management programme will provide a route to full membership of the CIOB (MCIOB).			
1.18	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.			
1.19	External reference points	QAA Subject Benchmark Statement: Land, Construction, Real Estate and Surveying, October 2019 (under review) QAA Characteristics Statement for Higher Education in Apprenticeships QAA Guidance on Education for Sustainable Development. Draft Welsh Construction Degree Apprenticeship framework of the CITB			
1.20	Derogation to Academic Regulations	Academic Regulations Ref	Section	Derogation Summary	
		UG-D3	Assessment and award of credit	Modules with a minimum of 40% pass requirement on each assessment element: AUR5A1 Construction Management 2 AUR6A3 Major Project (WBL DA)	
		E10.4 UG-E5.1	Compensation	Compensation will be applied for up to a maximum of 30 credits across all levels of the programme. Major individual and group based project modules must not be compensated.	
1.21	Foundation Year route	N/A			
1.22	Placement / Work based learning	Work based learning – this applies to Degree Apprenticeships and Foundation degrees, where students are already in employment and are learning on the job to gain a university qualification.			
1.23	Length and level of the placement	N/A			
1.24	Collaborative arrangement	Coleg Cambria - Joint Delivery N/A			

Section 2 – programme details

2.1 Aims of the programme

All Degree Apprenticeship programmes that are the subject of this Specification are intended to provide a qualification that is recognised within the construction and civil engineering sector and its associated professions as a comprehensive, informed and valuable qualification to have achieved in the contexts of

2.1 Aims of the programme

those disciplines described by the titles identified. For the Wrexham University student, all programmes are intended to provide a challenging, rewarding and valuable experience in the development of knowledge, skills and behaviours in the context of those disciplines identified, as they relate to the processes and technologies that exist within the contemporary construction and civil engineering sector.

2.2 Programme structure and diagram, including delivery schedule

Part-time Programme Structure – Day Release

Level	Module Code	Module Title	Credit Value	Core/ Option	Semester of delivery	Year of Study	Delivery Team
4	AUR496	Digital Technologies in Drawing and Modelling	10	Core	Sem 1	Y1	CC
4	AUR493	Construction Management 1	10	Core	Sem 1	Y1	CC
4	AUR499	Science and Materials	20	Core	Sem 1 & 2	Y1	CC
4	AUR492	Building Surveying 1	10	Option	Sem 1	Y1	CC
4	AUR491	Architectural Design Technology	10	Option	Sem 1	Y1	CC
4	AUR494	Quantity Surveying 1	10	Option	Sem 1	Y1	CC
4	AUR495	Civil Engineering Design	10	Option	Sem 2	Y1	CC
4	AUR498	Work Based Learning 1	10	Core	Sem 1 & 2	Y1	WU
4	AUR497	Legal Principles, Compliance and Liability	20	Core	Sem 1	Y1	CC
4	AUR4A1	Construction Technology	20	Core	Sem 1	Y1	CC
4	AUR4A4	Digital Technologies in Surveying	20	Core	Sem 1	Y2	CC
5	AUR5A1	Construction Management 2	20	Core	Sem 2	Y2	CC
5	AUR5A3	Modern Methods of Construction	20	Core	Sem 1 & 2	Y2	CC
5	AUR5A4	Commercial Management	20	Core	Sem 1	Y2	CC
5	AUR5A9	Work Based Learning 2	20	Core	Sem 1 & 2	Y2	WU
5	AUR5A5	Building Services	20	Core	Sem 1	Y3	WU
5	AUR5B3	Procurement and Contract Practice	20	Core	Sem 2	Y3	WU
6	AUR697	Project Management	20	Core	Sem 1	Y3	WU
6	AUR6A2	Design for Climate Resilience	20	Core	Sem 1	Y3	WU
6	AUR698	Individual Research Project	20	Core	Sem 1	Y4	WU
6	AUR6A4	Professional Practice 3	20	Core	Sem 2	Y4	WU
6	AUR6A3	Major Project	40	Core	Sem 1 & 2	Y4	WU

Part-time Programme Structure – Block Release							
Level	Module Code	Module Title	Credit Value	Core/Option	Semester of delivery	Year of Study	Delivery Team
4	AUR496	Digital Technologies in Drawing and Modelling	10	Core	Sem 1	Y1	CC
4	AUR493	Construction Management 1	10	Core	Sem 1	Y1	CC
4	AUR499	Science and Materials	20	Core	Sem 1	Y1	CC
4	AUR492	Building Surveying 1	10	Option	Sem 1	Y1	CC
4	AUR491	Architectural Design Technology	10	Option	Sem 1	Y1	CC
4	AUR494	Quantity Surveying 1	10	Option	Sem 1	Y1	CC
4	AUR495	Civil Engineering Design	10	Option	Sem 1	Y1	CC
4	AUR498	Work Based Learning 1	10	Core	Sem 1	Y1	WU
4	AUR497	Legal Principles, Compliance and Liability	20	Core	Sem 1	Y1	CC
4	AUR4A1	Construction Technology	20	Core	Sem 1	Y1	CC
4	AUR4A4	Digital Technologies in Surveying	20	Core	Sem 2	Y2	CC
5	AUR5A1	Construction Management 2	20	Core	Sem 2	Y2	CC
5	AUR5A3	Modern Methods of Construction	20	Core	Sem 2	Y2	CC
5	AUR5A4	Commercial Management	20	Core	Sem 2	Y2	CC
5	AUR5A9	Work Based Learning 2	20	Core	Sem 2	Y2	WU
5	AUR5A5	Building Services	20	Core	Sem 1	Y3	WU
5	AUR5B3	Procurement and Contract Practice	20	Core	Sem 1	Y3	WU
6	AUR697	Project Management	20	Core	Sem 1	Y3	WU
6	AUR6A2	Design for Climate Resilience	20	Core	Sem 1	Y3	WU
6	AUR698	Individual Research Project	20	Core	Sem 2	Y4	WU
6	AUR6A4	Professional Practice 3	20	Core	Sem 2	Y4	WU
6	AUR6A3	Major Project	40	Core	Sem 2	Y4	WU

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
1	Understand the management of construction processes as they relate to the project from inception to recycling	☒	☐	☐	☐	☒	☐	☐	☐	
2	Understanding corporate organisations, industry, clients and society	☒	☐	☐	☐	☒	☐	☐	☐	
3	Understand the role and responsibilities of people involved in the construction process.	☒	☐	☐	☐	☒	☐	☐	☐	
4	Appreciate the importance of understanding the person.	☒	☐	☐	☐	☒	☐	☐	☐	
5	Understand how the construction process impacts on individual welfare, wellbeing and inclusion.	☒	☐	☐	☐	☒	☐	☐	☐	
6	Understand the importance of time, cost and resource management to complete projects effectively.	☒	☐	☐	☐	☒	☐	☐	☐	
7	Be aware of external benchmarks such as CIOB Good Practice in Management of Time in Complex Projects and Codes of Practice.	☒	☐	☐	☐	☒	☐	☐	☐	
8	Define performance management for process improvement, including definition and use of Key Performance Indicators (KPIs)	☒	☐	☐	☐	☒	☐	☐	☐	
9	Appreciate the role of the Construction Manager (e.g. Bale, 2010) in an international context, including: • management, development, conservation and improvement of the built environment • role of the professional manager in construction	☒	☐	☐	☐	☒	☐	☐	☐	
10	Demonstrate an understanding of professional Codes of Conduct and ethics, including CIOB's Rules and Regulations of Professional Competence and Conduct	☒	☐	☐	☐	☒	☐	☐	☐	
11	Understand the CIC Essential Principles for achieving an accessible and inclusive environment.	☒	☐	☐	☐	☒	☐	☐	☐	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
12	Recognise the need for online security of personal and project-specific information.	☒	☐	☐	☐	☒	☐	☐	☐	
13	Awareness of the intellectual property rights associated with built assets.	☒	☐	☐	☐	☒	☐	☐	☐	
14	Demonstrate an awareness of the meaning and relevance of the nine 'Protected characteristics' defined in the Equality Act 2010. These include age, disability, gender reassignment marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.	☒	☐	☐	☐	☒	☐	☐	☐	
15	Describe the principles of fair trade and fair economy.	☒	☐	☐	☐	☒	☐	☐	☐	
16	Identify responsibilities in relation to Governance and Corporate Social Responsibility within public and private bodies and to individuals, including modern slavery such as CIOB's Modern Slavery Toolkit: http://stronger2gether.org/construction/	☒	☐	☐	☐	☒	☐	☐	☐	
17	Identify personal strengths, understanding of self and areas for development.	☒	☐	☐	☐	☒	☐	☐	☐	
18	Understand the legal environment and terminology of health and safety as it applies to the design and management of construction projects.	☒	☐	☐	☐	☒	☐	☐	☐	
19	Understand the importance and management of construction health, safety and wellbeing.	☒	☐	☐	☐	☒	☐	☐	☐	
20	Understand the importance of and provide an overview of the duties of all persons involved in construction projects with regard to health, safety and wellbeing.	☒	☐	☐	☐	☒	☐	☐	☐	
21	Demonstrate an understanding of the various health and safety management tools and techniques, and recent developments in health, safety and wellbeing management and training.	☒	☐	☐	☐	☒	☐	☐	☐	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
22	Understand the issues associated with the management of wellbeing and safety culture in construction.	☒	☐	☐	☐	☒	☐	☐	☐	
23	Demonstrate an understanding of: • social sustainability and quality of life • economic sustainability • environmental sustainability For example – Brundtland Report, environmental impact, low and zero carbon, energy generation.	☒	☐	☐	☐	☒	☐	☐	☐	
24	In relation to sustainable development demonstrate an understanding of: • issues • terminology • policy • legislation • design	☒	☐	☐	☐	☒	☐	☐	☐	
25	Recognise the impact on a building's carbon emissions of providing a comfortable and healthy internal environment through the provision of: • heating and cooling • air tightness and quality • lighting quality	☒	☐	☐	☐	☒	☐	☐	☐	
26	Understand key principles of environmental impact and energy/carbon assessment methodologies.	☒	☐	☐	☐	☒	☐	☐	☐	
27	Demonstrate an understanding of the sources of waste in the built environment including: • material waste and re-cycling • labour resourcing.	☒	☐	☐	☐	☒	☐	☐	☐	
28	Identify and explain how construction sites and operations impact on the environment.	☒	☐	☐	☐	☒	☐	☐	☐	

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No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
29	Evaluate the importance of sustainability with regards to Clients' Corporate Social Responsibility, vision, image and Key Performance Indicators.	☒	☐	☐	☐	☒	☒	☒	☒	
30	In relation to the national and international construction industry, understand and appreciate its: • historical development • scale, structure and output • future opportunities	☒	☐	☐	☐	☒	☐	☐	☐	
31	Describe the role of the construction industry in the economic and social wellbeing of a country and the provision of an inclusive society.	☒	☐	☐	☐	☒	☐	☐	☐	
32	Understand and describe the principles of: • the legal system related to construction activity • the law of contract and tort • statutory control of construction activity including planning regulations • insurance	☒	☐	☐	☐	☒	☐	☐	☐	
33	Understand and describe the principles of: • macro and micro economics • supply and demand • market structure and operation	☒	☐	☐	☐	☒	☐	☐	☐	
34	Understand and describe the principles of: • finance for construction organisation and activities • cash flow	☒	☐	☐	☐	☒	☐	☐	☐	
35	In relation to the development process, understand and appreciate: • stages in the process • role of construction professionals within the process • responsibility for ensuring designs are inclusive use of digital technologies and information management	☒	☐	☐	☐	☒	☐	☐	☐	

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No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
36	Undertake the measurement of land and construction work both on plan, through the use of digital information modelling or onsite.	☒	☐	☐	☐	☒	☐	☐	☐	
37	Understand the principles of price and cost estimation for construction activities.	☒	☐	☐	☐	☒	☐	☐	☐	
38	Describe and illustrate the functional and performance requirements of simple buildings.	☒	☐	☐	☐	☒	☐	☐	☐	
39	Understand, describe, select and illustrate alternative options available for the construction of primary and secondary building elements of simple buildings and the necessary site set-up.	☒	☐	☐	☐	☒	☐	☐	☐	
40	Understand and appreciate the function and design of building services for a simple building to ensure human comfort.	☒	☐	☐	☐	☒	☐	☐	☐	
41	Demonstrate a knowledge of common defects and refurbishment technologies to restore a building for contemporary use.	☒	☐	☐	☐	☒	☐	☐	☐	
42	Understand site investigation techniques. Awareness of issues surrounding contaminated land and brownfield sites.	☒	☐	☐	☐	☒	☐	☐	☐	
43	Explain the basic principles of land surveying.	☒	☐	☐	☐	☒	☐	☐	☐	
44	Describe the properties of building materials and understand their performance characteristics with regard to the natural environment and their impact upon it, including hazardous materials.	☒	☐	☐	☐	☒	☐	☐	☐	
45	Demonstrate knowledge of performance maintenance technology and maintenance management, e.g. BMS.	☒	☐	☐	☐	☒	☐	☐	☐	
46	Apply knowledge of the construction, maintenance and adaptation process to the management of projects and the selection of procurement methodology.	☒	☐	☐	☐	☐	☒	☐	☐	

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No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
47	Explain how human resource/people management methods affect the construction process. For example: • Employee Relations Frameworks • recruitment and selection of personnel • time management • Considerate Constructors • people, motivation and behaviour • performance management and appraisal • teams and integrated teams • leadership and leadership styles • inclusion and equality • training and development	☒	☐	☐	☐	☐	☒	☐	☐	
48	Apply person understanding to the development of a variety of processes, including: • stress management • negotiation • individual and team conflict resolution	☒	☐	☐	☐	☐	☒	☐	☐	
49	Demonstrate the ability to use a range of digital planning tools, to apply them to construction processes including: • project planning • critical path analysis • resource levelling	☒	☐	☐	☐	☐	☒	☐	☐	
50	Apply Key Performance Indicators (KPIs) to a construction project.	☒	☐	☐	☐	☐	☒	☐	☐	
51	Discuss the issues relating to the application of ethical behaviour and Codes of Conduct.	☒	☐	☐	☐	☐	☒	☐	☐	
52	Apply CIC Essential Principles for achieving an accessible and inclusive environment.	☒	☐	☐	☐	☐	☒	☐	☐	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
53	Understand the methods used to provide online security of personal and project specific information.	☒	☐	☐	☐	☐	☒	☐	☐	
54	Understand the application of intellectual property rights to a built asset.	☒	☐	☐	☐	☐	☒	☐	☐	
55	Give examples and prepare plans for the application of ethical and inclusive practice in the built environment workplace, demonstrating consideration of people as clients, customers and consumers of built environment 'products' and services.	☒	☐	☐	☐	☐	☒	☐	☐	
56	Apply professional standards of reporting and accountancy.	☒	☐	☐	☐	☐	☒	☐	☐	
57	Demonstrate understanding of the need for honesty and accuracy in reporting.	☒	☐	☐	☐	☐	☒	☐	☐	
58	Apply ethical frameworks as an aid to decision making.	☒	☐	☐	☐	☐	☒	☐	☐	
59	Prepare a self-development plan with provision for review and reflection.	☒	☐	☐	☐	☐	☒	☐	☐	
60	Prepare a risk assessment.	☒	☐	☐	☐	☐	☒	☐	☐	
61	Understand the roles of the main parties in the CDM Regulations, with particular emphasis on the Principal Contractor.	☒	☐	☐	☐	☐	☒	☐	☐	
62	Appraise a range of case studies and statistical data regarding accidents and review impact as well as causes and effects.	☒	☐	☐	☐	☐	☒	☐	☐	
63	In the context of design and construction, identify and manage both potential and actual health, safety and wellbeing hazards and risks.	☒	☐	☐	☐	☐	☒	☐	☐	
64	Identify the barriers associated with establishing and maintaining an organisation's health, safety and wellbeing culture and practices.	☒	☐	☐	☐	☐	☒	☐	☐	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
65	Explain the scale of the Built Environment's impact on the environment.	☒	☐	☐	☐	☐	☒	☐	☐	
66	Describe the key legislative drivers which seek to minimise the impact of construction industry activity and the built environment.	☒	☐	☐	☐	☐	☐	☐	☐	
67	Explain key principles of 'low energy', 'passive' design and 'healthy' buildings.	☒	☐	☐	☐	☐	☐	☐	☐	
68	Apply appropriate environmental impact and/or carbon/energy assessment techniques.	☒	☐	☐	☐	☐	☐	☐	☐	
69	Develop and apply policies to establish responsible sourcing and eliminate waste within the lifecycle of a construction project.	☒	☐	☐	☐	☐	☐	☐	☐	
70	Identify and apply appropriate methods to mitigate negative sustainability impacts during the construction process.	☒	☐	☐	☐	☐	☒	☒	☒	
71	Identify the appropriate stakeholders involved in the construction process and their relevant roles and responsibilities.	☒	☐	☐	☐	☐	☒	☐	☐	
72	Recognise the collaborative linkages and interdisciplinary relationships between the functions of construction and the other disciplines of the built environment.	☒	☐	☐	☐	☐	☒	☐	☐	
73	Understand and appreciate the social, inclusive and political issues which impact on planning, design and development of the built environment.	☒	☐	☐	☐	☐	☒	☐	☐	
74	Describe and characterise the legal obligations and procedures in relation to the design, construction and operation stages associated with: • contracts and their administration • planning • employment • environment	☒	☐	☐	☐	☐	☐	☐	☐	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
	• design									
75	Compare, appraise and select different procurement processes for construction activity.	☒	☐	☐	☐	☐	☒	☐	☐	
76	Understand and appreciate the global market for construction from a commercial perspective.	☒	☐	☐	☐	☐	☒	☐	☐	
77	Apply financial information as it relates to the management of construction projects: • cash flow, cost and finance from inception to demolition • tender evaluation • value management /engineering • whole life costing • decision making	☒	☐	☐	☐	☐	☒	☐	☐	
78	Compare, appraise and select different construction materials, products and processes from both an initial cost and whole life cost perspective.	☒	☐	☐	☐	☐	☒	☐	☐	
79	Compare and appraise the use of digital technologies and information management.	☒	☐	☐	☐	☐	☒	☐	☐	
80	Produce examples of price and cost estimation for construction activities from feasibility through to final accounts.	☒	☐	☐	☐	☐	☒	☐	☐	
81	Produce detailed measurement using a range of standard methods of measurement.	☒	☐	☐	☐	☐	☒	☐	☐	
82	Describe and illustrate the functional and performance requirements of framed and complex buildings.	☒	☐	☐	☐	☐	☒	☐	☐	
83	Understand, describe, select and illustrate alternative options available for the onsite or offsite construction of primary and secondary building elements of framed and complex buildings including those with basements.	☒	☐	☐	☐	☐	☒	☐	☐	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
84	Undertake design option appraisal to ensure adherence to current building legislation including the conservation of energy, carbon emissions, inclusion, accessibility, security and structural performance control.	☒	☐	☐	☐	☐	☒	☐	☐	
85	Recognise and appreciate the function and design of complex building services including those where the whole building operates as a building services system.	☒	☐	☐	☐	☐	☒	☐	☐	
86	Discuss the refurbishment and adaptation options applicable to the upgrading of or changing the use of a building.	☒	☐	☐	☐	☐	☒	☐	☐	
87	Apply principles of site investigation to assess the suitability of sites for construction projects.	☒	☐	☐	☐	☐	☒	☐	☐	
88	Demonstrate competence in geomatics.	☒	☐	☐	☐	☐	☒	☐	☐	
89	Analyse the performance of materials in use, based upon their scientific properties and the environment and conditions in which they are used.	☒	☐	☐	☐	☐	☒	☐	☐	
90	Apply and evaluate various maintenance technologies and maintenance management systems as appropriate to various building types, for example; domestic, commercial, industrial, public.	☒	☐	☐	☐	☐	☒	☒	☒	
91	Analyse and solve problems relating to the construction process.	☒	☐	☐	☐	☐	☐	☒	☒	
92	Evaluate Organisational HRM policies to ensure fair treatment of all personnel.	☒	☐	☐	☐	☐	☐	☒	☒	
93	Evaluate different leadership styles at: • Project level • Organisational level • National level	☒	☐	☐	☐	☐	☐	☒	☒	

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No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
94	Review HRM approaches to ensure effective harmonious working environments.	☒	☐	☐	☐	☐	☐	☒	☒	
95	Evaluate the application of individual person understanding to change management in construction organisations.	☒	☐	☐	☐	☐	☐	☒	☒	
96	Evaluate and apply different project management techniques to complex projects: • progress and completion • management and decision processes • Project Evaluation and Review Technique (PERT) • risk analysis • Building Information Modelling (BIM)	☒	☐	☐	☐	☐	☐	☒	☒	
97	Evaluate and apply different performance management techniques to complex projects. For example: • procurement and contract performance • process improvement • incentivisation • best practices and feedback and reflection • business and market development, product development and research/ innovation management	☒	☐	☐	☐	☐	☐	☒	☒	
98	Recommend improvements to practice to further enhance the image and efficiency of the construction industry.	☒	☐	☐	☐	☐	☐	☒	☒	
99	Analyse the role and value of openness and transparency versus confidentiality and commercial sensitivity, i.e. Whistleblowing.	☒	☐	☐	☐	☐	☐	☒	☒	
100	Examine company, industry or government policies for inclusivity and their value to the construction industry.	☒	☐	☐	☐	☐	☐	☒	☒	
101	Review and recommend national and international procedures to comply with professional obligations, e.g. bribery, money laundering.	☒	☐	☐	☐	☐	☐	☒	☒	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
102	Compare the Governance and Corporate Social Responsibility of organisations and the wider society.	☒	☐	☐	☐	☐	☐	☒	☒	
103	Evaluate company decisions from individual and professional ethical perspectives.	☒	☐	☐	☐	☐	☐	☒	☒	
104	Implement a review of and reflection on self-development and self- awareness.	☒	☐	☐	☐	☐	☐	☒	☒	
105	Critically evaluate health and safety legislation from a corporate perspective.	☒	☐	☐	☐	☐	☐	☒	☒	
106	Reflect on personal responsibility for health, safety and wellbeing at all levels within an organisation and the consequences of action and inaction.	☒	☐	☐	☐	☐	☐	☒	☒	
107	Critically evaluate health and safety management procedures on a variety of projects.	☒	☐	☐	☐	☐	☐	☒	☒	
108	Analyse how the Construction Industry should enhance competence, behaviour and commitment to health, safety and wellbeing in both the design and management of construction projects.	☒	☐	☐	☐	☐	☐	☒	☒	
109	Analyse the main sustainability impacts that a building has over the duration of its life cycle, from design through construction, use, refurbishment and adaptation to demolition and disposal.	☒	☐	☐	☐	☐	☐	☒	☒	
110	Examine the Construction Industry's challenges, opportunities and responsibilities with regards to the three themes of sustainability: • social sustainability and quality of life • economic sustainability • environmental sustainability	☒	☐	☐	☐	☐	☐	☒	☒	
111	Undertake cost-benefit and feasibility analysis of carbon issues in relation to building design and operational management.	☒	☐	☐	☐	☐	☐	☒	☒	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
112	Make comparisons between predicted and actual sustainability performance of buildings.	☒	☐	☐	☐	☐	☐	☒	☒	
113	Carry out an impact assessment of the provision of a comfortable and healthy internal environment on a building's carbon emissions.	☒	☐	☐	☐	☐	☐	☒	☒	
114	Critically appraise carbon/energy assessment techniques.	☒	☐	☐	☐	☐	☐	☒	☒	
115	Evaluate techniques available to reduce all waste and enhance recycling including lean construction, resource efficiency and the adoption of the circular economy for sustainability.	☒	☐	☐	☐	☐	☐	☒	☒	
116	Review threats and opportunities for the future development of the construction industry.	☒	☐	☐	☐	☐	☐	☒	☒	
117	Appraise and evaluate the influence of current issues including, sustainability, health & safety internationalisation and inclusion on the social and economic aspects of construction activity worldwide.	☒	☐	☐	☐	☐	☐	☒	☒	
118	Analyse the impact that legal obligations have on the construction management process.	☒	☐	☐	☐	☐	☐	☒	☒	
119	Appraise and evaluate alternative dispute resolution processes.	☒	☐	☐	☐	☐	☐	☒	☒	
120	Examine the opportunities and problems for a construction company operating in the global market place.	☒	☐	☐	☐	☐	☐	☒	☒	
121	Implement procedures and practices associated with the settlement of final accounts, claims and dispute resolution.	☒	☐	☐	☐	☐	☐	☒	☒	
122	Appraise and evaluate the financial management of corporate enterprises and professional practices.	☒	☐	☐	☐	☐	☐	☒	☒	
123	Demonstrate an appreciation of property and infrastructure development in relation to financial and legal aspects including development viability and appraisal.	☒	☐	☐	☐	☐	☐	☒	☒	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
124	Evaluate the importance and challenges of working in a collaborative environment and the integration of design, costing and scheduling.	☒	☐	☐	☐	☐	☐	☒	☒	
125	Critical appraisal of electronic measurement and estimating systems.	☒	☐	☐	☐	☐	☐	☒	☒	
126	Evaluate and challenge the use of proposed technologies against the need for contemporary and innovative solutions to achieve integration, buildability, speed, cost, health and safety, inclusion and quality criteria applied to case study buildings.	☒	☐	☐	☐	☐	☐	☒	☒	
127	Examine the potential and use of sustainable technologies applied to case study buildings.	☒	☐	☐	☐	☐	☐	☒	☒	
128	Examine and select suitable solutions, including renewable technologies for building services in the context of a development project.	☒	☐	☐	☐	☐	☐	☒	☒	
129	Investigate and propose methods to future proof buildings.	☒	☐	☐	☐	☐	☐	☒	☒	
130	Analyse the effectiveness of site investigation techniques in preventing unforeseen problems in the construction phase of a project.	☒	☐	☐	☐	☐	☐	☒	☒	
131	Evaluate the viability of ethically sourcing construction materials and possible effects this may have on the construction process.	☒	☐	☐	☐	☐	☐	☒	☒	
132	Research a contemporary construction built environment issue.	☒	☐	☐	☐	☐	☐	☒	☒	
133	Demonstrate an ability to select and apply appropriate ethical research methods.	☒	☐	☐	☐	☐	☐	☒	☒	
134	Analyse, synthesise and evaluate a key issue affecting the built environment.	☒	☐	☐	☐	☐	☐	☒	☒	
135	Summarise information from a variety of sources.	☐	☒	☐	☐	☒	☐	☐	☐	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
136	Recognise appropriate theories, methodologies, concepts and principles from a range of subjects.	☐	☒	☐	☐	☒	☐	☐	☐	
137	collect several lines of evidence to develop arguments .	☐	☒	☐	☐	☒	☐	☐	☐	
138	plan an experiment, investigation, survey or other means to test a hypothesis or proposition.	☐	☒	☐	☐	☒	☐	☐	☐	
139	Indicate knowledge and understanding to address multidisciplinary problems within a local and global context.	☐	☒	☐	☐	☒	☐	☐	☐	
140	Indicate an ability to be creative and innovative.	☐	☒	☐	☐	☒	☒	☐	☐	
141	Indicate an awareness of the provisional nature of the facts and principles associated with a field of study with those based on opinion and not supported by sound evidence.	☐	☒	☐	☐	☒	☐	☐	☐	
142	Suggest considered decisions in complex and unpredictable contexts.	☐	☒	☐	☐	☒	☐	☐	☐	
143	Indicate an understanding of the importance of academic and professional integrity.	☐	☒	☐	☐	☒	☐	☐	☐	
144	Analyse information from a variety of sources.	☐	☒	☐	☐	☐	☒	☐	☐	
145	Use appropriate theories, methodologies, concepts and principles from a range of subjects.	☐	☒	☐	☐	☐	☒	☐	☐	
146	Collect and analyse several lines of evidence to develop balanced arguments.	☐	☒	☐	☐	☐	☒	☐	☐	
147	plan and design an experiment, investigation, survey or other means to test a hypothesis or proposition.	☐	☒	☐	☐	☐	☒	☐	☐	
148	Demonstrate knowledge and understanding to address multidisciplinary problems within a local and global context.	☐	☒	☐	☐	☐	☒	☐	☐	
149	Demonstrate creativity and innovation.	☐	☒	☐	☐	☐	☒	☐	☐	
150	Demonstrate awareness of the provisional nature of the facts and principles associated with a field of study with those based on opinion and not supported by sound evidence.	☐	☒	☐	☐	☐	☒	☐	☐	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
151	Make well considered decisions in complex and unpredictable contexts.	☐	☒	☐	☐	☐	☒	☐	☐	
152	Demonstrate the importance of academic and professional integrity.	☐	☒	☐	☐	☐	☒	☐	☐	
153	Critically analyse information from a variety of sources.	☐	☒	☐	☐	☐	☐	☒	☐	
154	Test appropriate theories, methodologies, concepts and principles from a range of subjects.	☐	☒	☐	☐	☐	☐	☒	☐	
155	collect, analyse and integrate several lines of evidence to develop balanced arguments demonstrating critical thinking.	☐	☒	☐	☐	☐	☐	☒	☐	
156	Plan, design and implement an experiment, investigation, survey or other means to test a hypothesis or proposition.	☐	☒	☐	☐	☐	☐	☒	☐	
157	Apply knowledge and understanding to address multidisciplinary problems within a local and global context.	☐	☒	☐	☐	☐	☐	☒	☐	
158	Demonstrate creativity and innovation and reflect upon outcomes.	☐	☒	☐	☐	☐	☐	☒	☐	
159	Demonstrate awareness of the provisional nature of the facts and principles associated with a field of study with those based on opinion and not supported by sound evidence, and reflect upon associated implications.	☐	☒	☐	☐	☐	☐	☒	☐	
160	Make well considered decisions in complex and unpredictable contexts and reflect upon outcomes.	☐	☒	☐	☐	☐	☐	☒	☐	
161	Demonstrate the importance of academic and professional integrity.	☐	☒	☐	☐	☐	☐	☒	☐	
162	Synthesise information from a variety of sources.	☐	☒	☐	☐	☐	☐	☐	☒	
163	Use and evaluate appropriate theories, methodologies, concepts and principles from a range of subjects.	☐	☒	☐	☐	☐	☐	☐	☒	
164	Collect, analyse, integrate and evaluate several lines of evidence to develop balanced arguments demonstrating critical thinking and synthesis.	☐	☒	☐	☐	☐	☐	☐	☒	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
165	Plan, design, implement and evaluate an experiment, investigation, survey or other means to test a hypothesis or proposition	☐	☒	☐	☐	☐	☐	☐	☒	
166	Apply knowledge and understanding to address multidisciplinary problems within a local and global context and evaluate outcomes.	☐	☒	☐	☐	☐	☐	☐	☒	
167	Demonstrate creativity and innovation and evaluate outcomes.	☐	☒	☐	☐	☐	☐	☐	☒	
168	Demonstrate awareness of the provisional nature of the facts and principles associated with a field of study with those based on opinion and not supported by sound evidence, and evaluate implications.	☐	☒	☐	☐	☐	☐	☐	☒	
169	Make well considered decisions in complex and unpredictable contexts and evaluate outcomes.	☐	☒	☐	☐	☐	☐	☐	☒	
170	Demonstrate the importance of academic and professional integrity.	☐	☒	☐	☐	☐	☐	☐	☒	
171	Indicate an understanding of the key concepts, theories and principles used in construction and the management of construction.	☐	☐	☒	☐	☒	☐	☐	☐	
172	Identify the appropriate stakeholders involved in the construction process and their relevant roles and responsibilities.	☐	☐	☒	☐	☒	☐	☐	☐	
173	Indicate an understanding of the context in which the process of construction operates, including the legal, business, social, economic, health and safety, cultural, equality and inclusion, technological, physical, environmental and global influences, including the relationship to digital technologies.	☐	☐	☒	☐	☒	☐	☐	☐	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
174	Recognise the collaborative linkages and interdisciplinary relationships between the functions of construction and the other disciplines of the built environment.	☐	☐	☒	☐	☒	☐	☐	☐	
175	Recognise the various construction technologies and specialisms relevant to the construction of assets for lifetime performance.	☐	☐	☒	☐	☒	☐	☐	☐	
176	Recognise the appropriate generic and bespoke software that supports construction and digital construction.	☐	☐	☒	☐	☒	☐	☐	☐	
178	Recognise the regulatory systems within which construction operates, including building and planning regulations.	☐	☐	☒	☐	☒	☐	☐	☐	
179	Appreciate the importance of sustainability within the context of the built environment, including the quality of life theme.	☐	☐	☒	☐	☒	☐	☐	☐	
180	Recognise the importance of professional ethics, their impact on the operation of the profession and their influence on society, conflict avoidance/dispute resolution, communities and the stakeholders with whom they have contact.	☐	☐	☒	☐	☒	☐	☐	☐	
181	Indicate understanding of the principles and processes that deliver an inclusive environment recognising the diversity of user needs by putting people (of all ages and abilities) at the heart of the construction management process.	☐	☐	☒	☐	☒	☐	☐	☐	
182	Demonstrate an understanding of the key concepts, theories and principles used in construction and the management of construction.	☐	☐	☒	☐	☐	☒	☐	☐	
183	Describe the appropriate stakeholders involved in the construction process and their relevant roles and responsibilities.	☐	☐	☒	☐	☐	☒	☐	☐	
184	Demonstrate an understanding of the context in which the process of construction operates, including the legal,	☐	☐	☒	☐	☐	☒	☐	☐	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
	business, social, economic, health and safety, cultural, equality and inclusion, technological, physical, environmental and global influences, including the relationship to digital technologies.									
185	Demonstrate an understanding of the collaborative linkages and interdisciplinary relationships between the functions of construction and the other disciplines of the built environment.	☐	☐	☒	☐	☐	☒	☐	☐	
186	Demonstrate an understanding of the various construction technologies and specialisms relevant to the construction of assets for lifetime performance.	☐	☐	☒	☐	☐	☒	☐	☐	
187	Use appropriate generic and bespoke software that supports construction and digital construction.	☐	☐	☒	☐	☐	☒	☐	☐	
188	Demonstrate understanding of the regulatory systems within which construction operates, including building and planning regulations.	☐	☐	☒	☐	☐	☒	☐	☐	
189	Demonstrate the importance of sustainability within the context of the built environment, including the quality of life theme.	☐	☐	☒	☐	☐	☒	☐	☐	
190	Demonstrate an understanding of the importance of professional ethics, their impact on the operation of the profession and their influence on society, conflict avoidance/dispute resolution, communities and the stakeholders with whom they have contact.	☐	☐	☒	☐	☐	☒	☐	☐	
191	Demonstrate an understanding of the principles and processes that deliver an inclusive environment recognising the diversity of user needs by putting people (of all ages and abilities) at the heart of the construction management process.	☐	☐	☒	☐	☐	☒	☐	☐	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
192	Differentiate the key concepts, theories and principles used in construction and the management of construction.	☐	☐	☒	☐	☐	☐	☒	☐	
193	Differentiate between appropriate stakeholders involved in the construction process and their relevant roles and responsibilities.	☐	☐	☒	☐	☐	☐	☒	☐	
194	Demonstrate an understanding of and reflect upon the context in which the process of construction operates, including the legal, business, social, economic, health and safety, cultural, equality and inclusion, technological, physical, environmental and global influences, including the relationship to digital technologies.	☐	☐	☒	☐	☐	☐	☒	☐	
195	Demonstrate an understanding of and reflect upon the collaborative linkages and interdisciplinary relationships between the functions of construction and the other disciplines of the built environment.	☐	☐	☒	☐	☐	☐	☒	☐	
196	Differentiate between the various construction technologies and specialisms relevant to the construction of assets for lifetime performance.	☐	☐	☒	☐	☐	☐	☒	☐	
197	Use appropriate generic and bespoke software that supports construction and digital construction, and self-develop skills through practice .	☐	☐	☒	☐	☐	☐	☒	☐	
198	Differentiate the regulatory systems within which construction operates, including building and planning regulations.	☐	☐	☒	☐	☐	☐	☒	☐	
199	Demonstrate and reflect upon the importance of sustainability within the context of the built environment, including the quality of life theme.	☐	☐	☒	☐	☐	☐	☒	☐	
200	Practice and reflect upon professional ethics, their impact on the operation of the profession and their influence on	☐	☐	☒	☐	☐	☐	☒	☐	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
	society, conflict avoidance/dispute resolution, communities and the stakeholders with whom they have contact.									
201	Demonstrate and reflect upon the principles and processes that deliver an inclusive environment recognising the diversity of user needs by putting people (of all ages and abilities) at the heart of the construction management process.	☐	☐	☒	☐	☐	☐	☒	☐	
202	Differentiate between and evaluate key concepts, theories and principles used in construction and the management of construction.	☐	☐	☒	☐	☐	☐	☐	☒	
203	Differentiate and compare appropriate stakeholders involved in the construction process in terms of their relevant roles and responsibilities.	☐	☐	☒	☐	☐	☐	☐	☒	
204	Evaluate the context in which the process of construction operates, including the legal, business, social, economic, health and safety, cultural, equality and inclusion, technological, physical, environmental and global influences, including the relationship to digital technologies.	☐	☐	☒	☐	☐	☐	☐	☒	
205	Evaluate the collaborative linkages and interdisciplinary relationships between the functions of construction and the other disciplines of the built environment.	☐	☐	☒	☐	☐	☐	☐	☒	
206	Evaluate the various construction technologies and specialisms relevant to the construction of assets for lifetime performance.	☐	☐	☒	☐	☐	☐	☐	☒	
207	Develop competency in the use of appropriate generic and bespoke software that supports construction and digital construction.	☐	☐	☒	☐	☐	☐	☐	☒	
208	Synthesise the requirements of regulatory systems within which construction operates, including building and planning regulations.	☐	☐	☒	☐	☐	☐	☐	☒	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
209	Synthesise sustainability within the context of the built environment, including the quality of life theme.	☐	☐	☒	☐	☐	☐	☐	☒	
210	Practice and evaluate professional ethics, their impact on the operation of the profession and their influence on society, conflict avoidance/dispute resolution, communities and the stakeholders with whom they have contact.	☐	☐	☒	☐	☐	☐	☐	☒	
211	Demonstrate and evaluate the principles and processes that deliver an inclusive environment recognising the diversity of user needs by putting people (of all ages and abilities) at the heart of the construction management process.	☐	☐	☒	☐	☐	☐	☐	☒	
212	Plan, conduct and present an independent investigation with significant guidance.	☐	☐	☐	☒	☒	☒	☒	☒	
213	Relate investigations to some prior work and reference it appropriately.	☐	☐	☐	☒	☒	☒	☒	☒	
214	Where appropriate, use laboratory and field equipment safely.	☐	☐	☐	☒	☒	☒	☒	☒	
215	Apply a range of methods to solve problems.	☐	☐	☐	☒	☒	☒	☒	☒	
216	Use appropriate technologies to address problems.	☐	☐	☐	☒	☒	☒	☒	☒	
217	Where appropriate, describe and record in the field and laboratory.	☐	☐	☐	☒	☒	☒	☒	☒	
218	Interpret practical results with guidance.	☐	☐	☐	☒	☒	☒	☒	☒	
219	Present results of investigations in a number of formats.	☐	☐	☐	☒	☒	☒	☒	☒	
220	Apply survey measurements and evaluation techniques as appropriate to the course.	☐	☐	☐	☒	☒	☒	☒	☒	
221	Recognise and record visual information when on site or from graphical sources.	☐	☐	☐	☒	☒	☒	☒	☒	
222	Apply professional judgement in drawing skills and knowledge together and applying them to real world problems.	☐	☐	☐	☒	☒	☒	☒	☒	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
223	Recognise when information is incomplete.	☐	☐	☐	☒	☒	☒	☒	☒	
224	Appreciate risk.	☐	☐	☐	☒	☒	☒	☒	☒	
225	Process and interpret data and information.	☐	☐	☐	☒	☒	☒	☒	☒	
226	Critically appraise spatial data.	☐	☐	☐	☒	☒	☒	☒	☒	
227	Solve basic numerical problems using appropriate techniques.	☐	☐	☐	☒	☒	☒	☒	☒	
228	Undertake simple statistical analysis.	☐	☐	☐	☒	☒	☒	☒	☒	
229	Select and apply appropriate methods of collecting, analysing, and synthesising data.	☐	☐	☐	☒	☒	☒	☒	☒	
230	Appreciate the importance of intellectual property and its role within the innovation process.	☐	☐	☐	☒	☒	☒	☒	☒	
231	Communicate to a variety of audiences in appropriate written, graphical, electronic and verbal forms.	☐	☐	☐	☒	☒	☒	☒	☒	
232	Make contributions to group discussions.	☐	☐	☐	☒	☒	☒	☒	☒	
233	Watch, listen and respond to others.	☐	☐	☐	☒	☒	☒	☒	☒	
234	Negotiate and mediate with others.	☐	☐	☐	☒	☒	☒	☒	☒	
235	Use social media for communication.	☐	☐	☐	☒	☒	☒	☒	☒	
236	Use the internet for communication and information retrieval.	☐	☐	☐	☒	☒	☒	☒	☒	
237	Handle electronic information with guidance, applying appropriate techniques, digital tools and applications to support key subjects.	☐	☐	☐	☒	☒	☒	☒	☒	
238	Have an awareness of the safe, ethical and legal use of digital media.	☐	☐	☐	☒	☒	☒	☒	☒	
239	Demonstrate the application of information technology and digital tools and techniques to support key subjects.	☐	☐	☐	☒	☒	☒	☒	☒	
240	Make a constructive contribution to teamwork.	☐	☐	☐	☒	☒	☒	☒	☒	
241	Identify individual goals.	☐	☐	☐	☒	☒	☒	☒	☒	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
242	Recognise and respect the views of others.	☐	☐	☐	☒	☒	☒	☒	☒	
243	Recognise equality, diversity and inclusion in all its forms.	☐	☐	☐	☒	☒	☒	☒	☒	
244	Reflect on team performance.	☐	☐	☐	☒	☒	☒	☒	☒	
245	Recognise and be able to comment on the moral and ethical issues associated with the subject.	☐	☐	☐	☒	☒	☒	☒	☒	
246	Appreciate the need for professional codes of conduct.	☐	☐	☐	☒	☒	☒	☒	☒	
247	Accept responsibility for their own learning.	☐	☐	☐	☒	☒	☒	☒	☒	
248	Identify targets for personal, career and academic development.	☐	☐	☐	☒	☒	☒	☒	☒	
249	Be adaptable and have a flexible approach to study and work.	☐	☐	☐	☒	☒	☒	☒	☒	
250	Develop skills necessary for self-managed, independent and lifelong learning.	☐	☐	☐	☒	☒	☒	☒	☒	
251	Recognise personal strengths and weaknesses.	☐	☐	☐	☒	☒	☒	☒	☒	
252	Present information effectively to audiences.	☐	☐	☐	☒	☒	☒	☒	☒	
253	Demonstrate effective meeting skills.	☐	☐	☐	☒	☒	☒	☒	☒	
254	Demonstrate effective interpersonal skills and informal communication.	☐	☐	☐	☒	☒	☒	☒	☒	
255	Identify and determine solutions to problems.	☐	☐	☐	☒	☒	☒	☒	☒	
256	Investigate problems, causes and effects within the job role.	☐	☐	☐	☒	☒	☒	☒	☒	
257	Identify and gather all necessary information required to carry out tasks within the job role.	☐	☐	☐	☒	☒	☒	☒	☒	
258	Process information effectively to meet work objectives.	☐	☐	☐	☒	☒	☒	☒	☒	
259	Identify actions to remedy incorrect or insufficient information.	☐	☐	☐	☒	☒	☒	☒	☒	
260	Identify the various procurement procedures within your organisation.	☐	☐	☐	☒	☒	☒	☒	☒	
261	Demonstrate the ability to identify and manage risk.	☐	☐	☐	☒	☒	☒	☒	☒	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
262	Demonstrate effective budget control and identify budget constraints.	☐	☐	☐	☒	☒	☒	☒	☒	
263	Demonstrate effective time management.	☐	☐	☐	☒	☒	☒	☒	☒	
264	Demonstrate effective team working.	☐	☐	☐	☒	☒	☒	☒	☒	
265	Demonstrate the ability to deal with conflict in teams.	☐	☐	☐	☒	☒	☒	☒	☒	
266	Set and review work objectives.	☐	☐	☐	☒	☒	☒	☒	☒	
267	Plan activities and work methods.	☐	☐	☐	☒	☒	☒	☒	☒	
268	Monitor and control work activities.	☐	☐	☐	☒	☒	☒	☒	☒	
269	Identify job responsibilities and practices under health, safety and welfare legislation.	☐	☐	☐	☒	☒	☒	☒	☒	
270	Identify and describe the implementation of risk control measures.	☐	☐	☐	☒	☒	☒	☒	☒	
271	Investigate the quality of a product, service or process.	☐	☐	☐	☒	☒	☒	☒	☒	
272	Undertake an investigation for the organisation.	☐	☐	☐	☒	☒	☒	☒	☒	
273	Identify and evaluate the company's policies and practices in sustainable building.	☐	☐	☐	☒	☒	☒	☒	☒	
274	Identify ways of protecting the workplace and surrounding environments.	☐	☐	☐	☒	☒	☒	☒	☒	
275	Identify the impact/consequences of making decisions.	☐	☐	☐	☒	☒	☒	☒	☒	
276	Demonstrate an understanding of construction and relevant civil law.	☐	☐	☐	☒	☒	☒	☒	☒	

Note: K- Knowledge and understanding; I-Intellectual Skills; S-Subject Skills; P-Practical, professional and employability skills

2.4 Learning and teaching strategy

Degree Apprenticeship programmes recognise the workplace as the primary source of learning, and the Learning and Teaching Strategy will therefore be overtly workplace-centred in facilitating opportunities for apprentices to successfully complete the specified Learning Outcomes that are associated with the programme.

The learning and teaching experience will benefit from a variety of approaches that ensure content is considered against a broad contextual background commensurate with the diverse nature of industrial practice. Candidates will develop academic skills and associated competencies in an environment that encourages original thought and personal development through the interpretation and analysis of technical content.

In exploiting opportunities to encourage the interest and engagement of degree apprentices, delivery will be such that a variety of recognised methods will be employed using the University's Active Learning Framework (ALF), both instructive and exploratory, towards appropriate coverage and depth in the consideration of module content. Wherever possible, scenario-based opportunities will be utilised to explore both general principles and specific issues in context, and traditional didactic methods will be limited to those areas of the curriculum that necessitate such an instructive approach. In this respect, delivery will be overtly apprentice-centred, and all who participate should be given the opportunity to feel comfortable and confident in contributing to the learning process, within an environment of mutual respect and learning.

In terms of resourcing the programmes, cohorts will be provided with all that is necessary to ensure that knowledge and understanding is developed in the use of facilities and equipment that best-reflect current industrial practice. Such resources include technological equipment, computational software and electronic databases that might be expected to be utilised in the design, construction and use of buildings and infrastructure in contemporary development processes. 'Base-rooms' are already established in the University which are utilised to their fullest extent in order to give identity to the programmes of study, and to provide degree apprentices with shared spaces that encourage a collegiate approach to study.

In resourcing academic aspects of the provision, digital platforms such as Moodle, Digimap and the Construction Information Service will enable apprentices to access programme documentation, lecture content and research material in order that they are fully served by such resources in the preparation and submission of assessments.

In embracing opportunities presented by the use of Artificial Intelligence, degree apprentices will be encouraged to utilise such tools overtly in the development of knowledge and understanding but will be expected to corroborate how such technologies have been used towards the production of original assessment submissions.

Every opportunity will be taken to maximise industrial engagement within programmes through contributions from guest speakers, visits to live construction and civil engineering projects and through attendance at seminars, conferences and exhibitions that are often promoted within the sector. Travel in the UK and abroad is also encouraged if at all practicable in pursuit of similar objectives.

Because of the prevailing industrial contexts, learning opportunities will be informed by the Key Skills for Employment which underpin related clauses within those professional body, Welsh Government and QAA Benchmark specifications that relate directly to the disciplines of the titles proposed. All Degree Apprenticeship students will be required to be permanently employed on a full-time basis within their industrial context, and to be provided with a facility to attend on a 'day-release' basis, or such other agreed mode of attendance should aspects of the provision be delivered in blocks.

2.4 Learning and teaching strategy

2.5 Assessment strategy

Programme delivery will provide sufficient opportunities for apprentices to use their workplace and work experiences to meet assessment requirements. This process will be supported by both the employer and the University in the identification and negotiation of potential opportunities that might satisfy the Learning Outcomes associated with the assessment regime. In these respects, Programme Leaders will support the apprentice and their employer to identify relevant and appropriate projects, and to ensure that employer and apprentice needs are met.

A 'tripartite' relationship will be developed between the apprentice, an identified and competent mentor on behalf of the employer organisation and the University, in order to help signpost learning opportunities, to support the apprentice in the generation of work-based evidence, and to work towards the satisfactory completion of specified Learning Outcomes.

'Tripartite' Progress Review Meetings will be held in respect of each individual apprentice at least every two months, and will be evidenced through appropriate authoritative administrative systems, and within the Portfolios that are associated with Work-based Learning modules.

Where appropriate, the apprentice should identify and take account of any relevant professional-body educational framework requirement that might help facilitate future professional membership and should be encouraged to structure Work-based Learning Portfolios accordingly. Access to such educational frameworks is facilitated through student membership of the respective professional body organisation, and apprentices should be encouraged to join on this basis to ensure that resources and any associated recording of progress mechanisms become available to the apprentice at the earliest opportunity.

A range of assessment methods will be utilised to ensure that apprentices are able to express themselves in a variety of different ways, in order to simulate the sorts of written, practical, visual and oral communication mediums that might be expected to take place within the professional and industrial work environment; to this end, employer organisations will be encouraged to engage in the development of assessment material where such an approach lends itself to an enhanced industrial focus. Work-based Learning, Professional Practice and work placement components in particular, will allow apprentices to directly connect professional and vocational aspects of their chosen sector with those academic components of the programme, such that in combination, academic study and occupational experience will be complementary in developing knowledge and understanding within the subject discipline.

The assessment strategy will encompass a range of techniques to ensure that apprentices are provided with diverse opportunities to demonstrate their knowledge and understanding. Written submissions, the practical use of technological equipment, visual presentations, laboratory analyses, in-class tests, examinations, coursework and viva voce are all important components in a systematic approach to providing apprentices with opportunities to express themselves. Types of assessment have been selected to best-suit the nature of the technical content of each module, and collectively constitute a balanced and coherent whole in pursuit of an inclusive and broad-based approach to the measurement of knowledge, skills and behaviours.

In order to help corroborate authenticity and originality in the provision of assessment work that might be subject to the inappropriate use of Artificial Intelligence, all 'presentations' will incorporate an oral 'question and answer' component.

2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

Section 3 – Programme set up (office use only)

3.1	Framework	FRAME074_SEP
3.2	Cost centre	GABE
3.3	Course type (HESA)	N/A
3.4	Fee model	Other (Exceptional Fee as specified on website)
3.5	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	Yes
3.6	Student funding model	Other – Medr Funded/Employer Funded
3.7	Mode of Attendance (Funding)	In person attendance
3.8	Does the Suitability for Practice Procedure apply to the programme?	No
3.9	Programme Leader	Gareth Carr
3.10	Date of Approval	3 rd July 2024
3.11	Date and type of Revision	25 th January 2025 Addition of day/block release schedule 10/09/2026 Change of semester of delivery for several modules (AM1)