# Programme Specification

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Please check the Programme Directory for the most up to date version:
**UG Programme Directory**
**PG Programme Directory**

| **Section 1 – regulatory details** | | |
|---|---|---|
| 1.1 | Awarding body | Wrexham University |
| 1.2 | Teaching institution | Wrexham University |
| 1.3 | Final award and programme title (Welsh and English) | HNC Technoleg Adeiladu<br>HNC Construction Technology |
| 1.4 | Exit awards and titles | N/A |
| 1.5 | Credit requirements | A minimum of 120 credits at level 4 |
| 1.6 | Intake points | September |
| 1.7 | Mode of study | Part time |
| 1.8 | Length of delivery | 1 year part time |
| 1.9 | Location of delivery | Wrexham University, Plas Coch Campus |
| 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 | 100584 |
| 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 | Accredited by the Chartered Institute of Building [CIOB], though this expires with the September 2023 intake. |
| 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: Architectural Technology, March 2022<br>QAA Subject Benchmark Statement: Land, Construction, Real Estate and Surveying, October 2019 (under review)<br>QAA Guidance on Education for Sustainable Development |
| 1.20 | Derogation to Academic Regulations | N/A |
| 1.21 | Foundation Year route | No |
| 1.22 | Placement / Work based learning | N/A |
| 1.23 | Length and level of the placement | N/A |
| 1.24 | Collaborative arrangement | N/A |

## Section 2 – programme details

### 2.1 Aims of the programme

The programme is 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 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 delivery**

| Level | Module Code | Module Title | Credit Value | Core/ Option | Semester of delivery) |
|---|---|---|---|---|---|
| Level 4 | AURH496 | Digital Technologies in Drawing and Modelling | 10 | Core | Sem 1 |
| Level 4 | AURH499 | Science and Materials | 20 | Core | Sem 1 |
| Level 4 | AURH491 | Architectural Design Technology 1 | 10 | Option | Sem 2 |
| Level 4 | AURH492 | Building Surveying 1 | 10 | Option | Sem 2 |
| Level 4 | AURH493 | Construction Management 1 | 10 | Option | Sem 1 |
| Level 4 | AURH494 | Quantity Surveying 1 | 10 | Option | Sem 1 |
| Level 4 | AURH495 | Civil Engineering Design | 10 | Option | Sem 2 |
| Level 4 | AURH4A5 | Professional Practice 1 | 10 | Core | Sem 1 |
| Level 4 | AURH497 | Legal Principles, Compliance and Liability | 20 | Core | Sem 1 |
| Level 4 | AURH4A1 | Construction Technology | 20 | Core | Sem 2 |
| Level 4 | AURH4A4 | Digital Technologies in Surveying | 20 | Core | Sem 2 |

| No. | Learning Outcome | K | I | S | P | HNC (L4) | Optional Ref (PSRB standards) |
|---|---|---|---|---|---|---|---|
| 1 | Indicate an understanding of context, which includes the social, technological, environmental, economic, political, legal and ethical factors that inform and influence the discipline and practice of architectural technology at local, regional and global levels | ☒ | ☐ | ☐ | ☐ | ☒ | |
| 2 | Indicate an understanding of professional behaviours, conduct and ethics, architectural practice, design leadership and management functions (for example, principal/lead designer, design management, information management), procurement methods and contract administration | ☒ | ☐ | ☐ | ☐ | ☒ | |
| 3 | Indicate an understanding of technologies and interrelation of building elements, systems, components, materials and methods used in the construction and adaptation of different building typologies, and how these contribute to the functions of buildings | ☒ | ☐ | ☐ | ☐ | ☒ | |
| 4 | Indicate an understanding of architectural and technological design principles, science (that is, fundamentals of building physics and pathology) and values that drive approaches taken in works to new and existing buildings (for example, conservation, maintenance, renovation and adaptation) | ☒ | ☐ | ☐ | ☐ | ☒ | |
| 5 | Indicate an ability to design holistically, including the ability to detail the design from first principles, for production, performance, sustainability and better environmental performance and in response to regulatory requirements, health and safety, wellbeing and advances in sustainable technologies | ☒ | ☐ | ☐ | ☐ | ☒ | |
| 6 | Indicate an understanding of client, user and stakeholder needs, analysing and interpreting the nature of a development, and evaluating context to determine the responsive scope of a project | ☒ | ☐ | ☐ | ☐ | ☒ | |
| 7 | Indicate an understanding of health and safety requirements within a regulatory system, identifying, analysing, and evaluating hazards and risks when generating solutions to ensure health, safety, welfare and security during the life cycles of buildings, including compliance and enforcement | ☒ | ☐ | ☐ | ☐ | ☒ | |
| 8 | Indicate an ability to create resilient, sustainable and inclusive design solutions as whole systems and in detail in response to varied situations, which are informed by current understandings within the discipline and wider context, including climate change | ☒ | ☐ | ☐ | ☐ | ☒ | |

| No. | Learning Outcome | K | I | S | P | HNC (L4) | Optional Ref (PSRB standards) |
|---|---|---|---|---|---|---|---|
| 9 | Indicate an understanding of current philosophies, processes and technologies for the modelling, communication, and management of information and to apply them in a collaborative working environment to support data-driven decision-making | ☒ | ☐ | ☐ | ☐ | ☒ | |
| 10 | Indicate an understanding of current and emerging topics, technologies and practices (including regulations and standards) that inform the architectural technology discipline through self-reflection, identification of personal development needs, and action planning to maintain awareness and currency, and to accommodate specialisation in light of new and emerging professional environments. | ☒ | ☐ | ☐ | ☐ | ☒ | |
| 11 | Identify a strategy for using relevant key skills over an extended period of time, and plan how this will be achieved | ☐ | ☒ | ☐ | ☐ | ☒ | |
| 12 | Reflect on performance in using relevant skills, and identify a strategy, as necessary, to achieve the quality of outcomes required | ☐ | ☒ | ☐ | ☐ | ☒ | |
| 13 | Identify an overall strategy and present outcomes from work, including ways of further improving skills. | ☐ | ☒ | ☐ | ☐ | ☒ | |
| 14 | Indicate a systematic understanding and critical awareness of the history and context, and the political, economic, environmental, social and technological aspects that inform and influence the practice of Architectural Technology nationally and internationally | ☐ | ☐ | ☒ | ☐ | ☒ | |
| 15 | Indicate an awareness of the technological theories that inform and influence the | ☐ | ☐ | ☒ | ☐ | ☒ | |
| 16 | Indicate an ability to problem solve and to identify appropriate methodologies to deal with complex problems and realise design into built form through the generation of detailed design solutions that respond to familiar, unfamiliar and unpredictable situations | ☐ | ☐ | ☒ | ☐ | ☒ | |
| 17 | Indicate an ability to successfully complete substantial sustainable and inclusive design and research projects, systematic review or systematic case study informed by wider current understandings in the subject; | ☐ | ☐ | ☒ | ☐ | ☒ | |
| 18 | Recognize building elements, components, systems, and methods used for different building typologies and an ability to identify appropriate methodologies for dealing with complex problems | ☐ | ☐ | ☒ | ☐ | ☒ | |
| 19 | Indicate an awareness of current topics and practices which inform the discipline of Architectural Technology including new and emerging technologies | ☐ | ☐ | ☒ | ☐ | ☒ | |

| No. | Learning Outcome | K | I | S | P | HNC (L4) | Optional Ref (PSRB standards) |
|---|---|---|---|---|---|---|---|
| 20 | Indicate an awareness of project and design management, project procurement and process, construction and contract management | ☐ | ☐ | ☒ | ☐ | ☒ | |
| 21 | Demonstrate an ability to identify hazards and risks and develop and maintain safe systems of work and legal and relevant legislation and regulatory frameworks | ☐ | ☐ | ☒ | ☐ | ☒ | |
| 22 | Indicate an ability to identify relevant legislation and legal and regulatory frameworks | ☐ | ☐ | ☒ | ☐ | ☒ | |
| 23 | Indicate an ability to work independently and as a member of a team, developing critical discussion and analysis of complex concepts, identifying personal development needs and to plan to meet these needs through relevant and appropriate methods | ☐ | ☐ | ☒ | ☐ | ☒ | |
| 24 | Indicate an ability to perform assigned tasks as part of a team | ☐ | ☐ | ☐ | ☒ | ☒ | |
| 25 | Indicate an ability to bring together information and materials from different sources | ☐ | ☐ | ☐ | ☒ | ☒ | |
| 26 | Indicate an ability to identify problems and questions | ☐ | ☐ | ☐ | ☒ | ☒ | |
| 27 | Indicate an ability to undertake the analysis of factual information | ☐ | ☐ | ☐ | ☒ | ☒ | |
| 28 | Indicate an ability to recognise strengths and weaknesses in the arguments of others | ☐ | ☐ | ☐ | ☒ | ☒ | |
| 29 | Indicate an ability to produce a synthesis of the state of knowledge on a particular subject or topic | ☐ | ☐ | ☐ | ☒ | ☒ | |
| 30 | Indicate an ability, with guidance, to undertake tasks independently | ☐ | ☐ | ☐ | ☒ | ☒ | |
| 31 | Indicate an ability to reflect on one's own progress and to make use of feedback provided | ☐ | ☐ | ☐ | ☒ | ☒ | |
| 32 | Indicate an ability express one's self effectively both verbally and/or non-verbally | ☐ | ☐ | ☐ | ☒ | ☒ | |
| 33 | Indicate an ability to present knowledge or an argument in a way that is comprehensible to others | ☐ | ☐ | ☐ | ☒ | ☒ | |
| 34 | Indicate an ability to use relevant digital systems to collate, analyse, select and present information | ☐ | ☐ | ☐ | ☒ | ☒ | |
| 35 | Indicate an ability to deliver presentations utilising visual aids and multimedia | ☐ | ☐ | ☐ | ☒ | ☒ | |
| 36 | Indicate an ability to comprehend when presented with new ideas or information | ☐ | ☐ | ☐ | ☒ | ☒ | |
| 37 | Indicate skills in recognising and describing materials | ☐ | ☐ | ☐ | ☒ | ☒ | |

| No. | Learning Outcome | K | I | S | P | HNC (L4) | Optional Ref (PSRB standards) |
|---|---|---|---|---|---|---|---|
| 38 | Indicate an understanding of the importance of health and safety, and of equality, diversity and inclusiveness in the work environment | ☐ | ☐ | ☐ | ☒ | ☒ | |
| 39 | Indicate an ability to appreciate and engage in contemporary debates relating to sustainability, employability and global perspectives, including decolonisation and anti-racism | ☐ | ☐ | ☐ | ☒ | ☒ | |
| 40 | Indicate an appreciation of the need to act in a sustainable manner and display ethical behaviour and conduct. | ☐ | ☐ | ☐ | ☒ | ☒ | |

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

**2.4 Learning and teaching strategy**

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 students, 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 student-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 students 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 students to access programme documentation, lecture content and research material in order that students are fully served by such resources in the preparation and submission of assessments.

In embracing opportunities presented by the use of Artificial Intelligence, students 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 underpins related clauses within professional body and QAA Benchmark specifications that relate directly to the disciplines of the titles proposed. All students will be required to be permanently employed on a full-time basis within their industrial context and 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. All full-time students will be required to undertake a work placement of at least one week's duration in an employment setting considered appropriate by their respective Programme Leader.

| 2.5 Assessment strategy |
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| A range of assessment methods will be utilised to ensure that students 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. Work-based Learning, Professional Practice and work placement components in particular, will allow students 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 a student's knowledge and understanding of their subject.<br><br>The assessment strategy will encompass a range of techniques to ensure that students 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 students 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.<br><br>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 |
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| Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:<br><br>• Academic Regulations<br>• The University Skills Framework<br>• Welsh Language Policy<br>• Equality and Diversity Policy<br>• The Student Union offers support for students |

| Section 3 – Programme set up (office use only) | | |
|---|---|---|
| 3.1 | Framework | FRAME040_SEP |
| 3.2 | Cost centre | GABE |
| 3.3 | Course type (HESA) | N/A |
| 3.4 | Fee model | UG: Standard FT/PT (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 | SLC/Self-Financed |
| 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 | 03/07/2024 |
| 3.11 | Date and type of Revision | 10/09/2026 Change of semester of delivery for several modules (AM1) |