

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) | N/A |
| What type of accreditation does this programme lead to? | N/A |
| Is accreditation in some way dependent on choices made by students? | No |
| Final award/s available, eg BSc/DipHe/CertHE | BSc (Hons) / BSc Ord / Dip HE Construction Management Cert HE Built Environment Studies |
| Award title | Construction Management |
| JACS 3 code | |
| UCAS code (available from Admissions) | |
| Relevant QAA subject benchmark statement/s | There is no specific Construction Management 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 April 2017 (change of assessment to AUR431) Revised March 2018 (addition of AUR528 and AUR606 – removal of AUR503 and AUR607). July 2018 – approval of derogation to AUR528. Feb 2019 – update to accreditation status Oct 19 – update to change Programme Leader |
| 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.

Advanced Standing is available to Graduates of the Glyndŵr University HNC in Civil Engineering or Building Studies that will allow students to join the Construction Management Programme at level 5.

Aims of the programme

The aim of the BSc (Hons) Construction Management is to provide learners with the knowledge, skills and behaviours associated with effective practice as determined by the Chartered Institute of Building, the Royal Institution of Chartered Surveyors, The Chartered Institute of Housing, Asset Skills and the QAA Benchmark for Construction Property and Surveying 2008.

The Programme will enable students to enter careers as Construction Managers, Quality Managers in Construction, Site Managers, Project Managers and as Lead Designers for the purposes of the Health and Safety requirements of the Industry.

Distinctive features of the programme

The distinctive features of the programme are:

- The National Student Survey identified Built Environment programmes as having very high Student Satisfaction Levels.
- Graduate Employability is consistently over 90%
- The practical, work related, nature of the programme prepares full time learners for employment.
- 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 the Inter Professional environment in the workplace.
- All tutors are members of professional bodies and have extensive experience of practice.
- The Construction Site Management and Development Management Modules will give students direct relevant knowledge of site procedures and requirements that will enable them to practice efficiently directly from the programme.

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. 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.

For full time students, each year comprises 120 credits ie 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 (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 Dissertation.

Themes of Construction Technology, Environmental Issues, Legal and Management, Personal and Professional Skills and Research and Valuation run through all levels of the programme whilst each level provides a platform with its own theme of Residential property at level 4, Commercial and multi occupied property at level 5 and inter-professional and applied skills at level 6.

Foundation Year Modules

Common to all programmes in the Built Environment

| | | |
|--|---|--|
| PSY 328 Academic Skills 20 Credits JR | AUR 342 Sustainability and the Environment 20 Credits DC | AUR 344 Number in BE 20 Credits LD |
| LND 304 Contemporary Issues 20 Credits RL | AUR 343 BE Project 20 Credits CS | AUR 345 Graphical Communication in the BE 20 Credits GC |

Programme Matrix Full Time

| | | | | | |
|------------|------------|---|---|--|--|
| Year One | 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 |
| | Level Four | Tri 1 & 2 | Construction Technology 1 AUR428 20 Credits Core DC | Building Information AUR426 20 Credits Core DC | Site Appraisal AUR432 20 Credits Core LD |
| Year Two | Tri 1 & 2 | Construction Technology 2 AUR507 20 Credits Core GC | Planning and Building Control AUR516 20 Credits Core GC | | Construction Site Management AUR528 40 Credits Core LD |
| | Level Five | Tri 1 & 2 | Development Management AUR513 20 Credits Core GC | Construction Materials AUR509 10 Credits Core LD | Renewable Energy AUR508 10 Credits Core DS |
| Year Three | Tri 1 & 2 | Construction Technology 3 AUR612 20 Credits Core DC | Interprofessional Studies AUR611 20 Credits Core DC | | Dissertation AUR601 40 Credits Core DC |
| | Level Six | Tri 1 & 2 | Building Information Modelling AUR606 20 Credits Core LD | Health and Safety AUR608 20 Credits Core LD | |

Part Time Route

| 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 | Planning and Building Control AUR516 20 Credits Core L5 GC | | Construction Site Management AUR528 40 Credits Core L5 LD | Health and Safety AUR608 20 Credits Core L6 LD |
| 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 | Building Information Modelling AUR606 20 Credits Core L6 LD |
| Academic and Professional Development AUR424 20 Credits Core L4 LD | Building Information AUR426 20 Credits Core L4 DC | | | Construction Technology 3 AUR612 20 Credits Core L6 DC | Dissertation AUR601 40 Credits Core L6 DC |
| | | Construction Materials AUR509 10 Credits Core L5 LD | Renewable Energy AUR508 10 Credits Core L5 DS | Interprofessional Studies AUR611 20 Credits Core L6 DC | |

Intended learning outcomes of the programme

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

| | Certificate of Higher Education in Built Environment Studies | Diploma of Higher Education in Construction Management | BSc Construction Management | BSc (Hons) Construction Management |
|--------------------------------------|--|--|---|---|
| A Knowledge and Understanding | | | | |
| A1 | | Demonstrate knowledge of principles of planning, building regulations, design and development within the built environment sector and understand the roles of specialists within the development team. | Apply the principles of planning, building regulations, design and development within the built environment sector and understand the roles of specialists within the development team. | Apply the principles of planning, building regulations, design and development within the built environment sector and understand the roles of specialists within the development team. |
| A2 | Describe 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. | Demonstrate 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; health and safety and quality assurance procedures acting as a team member. | Demonstrate knowledge of projects, including auditing and monitoring; health and safety and quality assurance procedures acting as a team member. | Plan projects, including definitive auditing and monitoring; health and safety and quality assurance procedures acting as a team member. | Plan projects, including definitive auditing and monitoring; health and safety and quality assurance procedures acting as a team member. |
| 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 appraise existing buildings and new designs, advising on issues relating to building services, materials, utilities and Carbon reduction |
| A5 | Describe the principles of sustainability in the context of the built environment. | Apply the principles of sustainability in the built environment and within property management. | Apply critically the principles of sustainability in the built environment and within property management. | Apply critically the principles of sustainability in the built environment and within property management. |
| 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 | Describe the nature and extent of the Construction Industry, its constituent parts and the role played by Professional Bodies | Demonstrate knowledge of the Construction Industry, its constituent parts and the role played by Professional Bodies | Distinguish elements of the nature and extent of the Construction Industry, its constituent parts and the role played by Professional Bodies | Evaluate the nature and extent of the Construction Industry, its constituent parts and the role played by Professional Bodies |
| 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 Management | BSc Construction Management | BSc (Hons) Construction Management |
|-------------------------------|--|---|--|--|
| 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. | Appraise the aims and objectives of different research methodologies 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. | Critically 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 | Discuss 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, select and apply appropriate construction technologies for Sustainable Development of the Built Environment | Critically appraise, select and apply appropriate construction technologies for Sustainable Development of the Built Environment |
| C2 | | Select and justify appropriate contractual documentation for a variety of developments. | Utilise and evaluate appropriate contractual documentation for a variety of developments. | Appraise and utilise 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. |
| C4 | Describe professional ethics and values together with the duty of care and corporate responsibility. | Demonstrate 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 to health and safety and welfare procedures as well as potential development scenarios | Evaluate risk and apply to health and safety and welfare procedures as well as potential development scenarios |

| | Certificate of Higher Education in Built Environment Studies | Diploma of Higher Education in Construction Management | BSc Construction Management | BSc (Hons) Construction Management |
|---|--|--|--|--|
| 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.

| | <i>Module Title</i> | <i>Core/Option</i> | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | C5 |
|-------|---------------------------------------|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Lev 4 | <i>Con Tech 1</i> | C | | * | | | | | | | | | | | * | | | | |
| | <i>CAD</i> | C | | | | | | | | | | | | | * | | | | |
| | <i>Site Appraisal</i> | C | | | | | * | | | | | | | | | | | | |
| | <i>Sustainable Development</i> | C | | | | * | * | | | | | | | * | * | | | | |
| | <i>B E Law</i> | C | | | | | | | | | | | | | | | | * | |
| | <i>Acad &prof Development</i> | C | | | * | | | | * | | | | * | | | | | * | |
| | | | | | | | | | | | | | | | | | | | |
| Lev 5 | <i>Module Title</i> | <i>Core/Option</i> | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | C5 |
| | <i>Con Tech 2</i> | C | | * | | * | | | | | | | | | * | | | | |
| | <i>Planning & Building</i> | C | * | | | * | | | | | | | * | * | | | | | |
| | | C | | | | | | | | | | | | | | | | | |
| | <i>Development Management</i> | C | * | | * | | | | | | | | * | | | * | | | * |
| | <i>Construction Site Manage</i> | C | * | | | | | * | | | | | | | | * | | * | |
| | <i>Construction Materials</i> | C | | * | | | | | | | | | | | | | | | |
| | <i>Renewable Energy</i> | C | | | | | * | | | | | | | | | | | | |
| | <i>Construction Site Management</i> | C | * | | | | | * | * | | | | | | | * | | * | |
| | | | | | | | | | | | | | | | | | | | |
| Lev 6 | <i>Module Title</i> | <i>Core/Option</i> | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | C5 |
| | <i>Dissertation</i> | C | | | | | | | | * | * | * | | | | | | | |
| | <i>Interprofessional Studies</i> | C | * | | * | | * | * | | | | * | * | | | | * | * | |
| | <i>Con Tech 3</i> | C | | * | | * | | | | | | | | | * | | | | |
| | <i>Health & Safety</i> | C | * | | * | | | | | | | | | | | | | * | * |
| | <i>Building Information Modelling</i> | C | * | | * | | | * | * | | | | | * | | * | | * | * |

| | <i>Module Title</i> | <i>Core/ Option</i> | D1 | D2 | D3 | D4 | D5 | D6 |
|--------------|---------------------------------------|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| <i>Lev 4</i> | <i>Con Tech 1</i> | C | | * | | | | |
| | <i>CAD</i> | C | | | | | | |
| | <i>Site Appraisal</i> | C | | | * | | | |
| | <i>Sustainable Development</i> | C | | | | | | |
| | <i>B E Law</i> | C | * | | | | | |
| | <i>Acad &Prof Development</i> | C | * | * | | * | | * |
| | | | | | | | | |
| | <i>Module Title</i> | <i>Core/ Option</i> | D1 | D2 | D3 | D4 | D5 | D6 |
| <i>Lev 5</i> | <i>Con Tech 2</i> | C | | | | | | |
| | <i>Planning & Building</i> | C | | | | | | |
| | | C | | | | | | |
| | <i>Development Management</i> | C | * | * | * | | | |
| | <i>Construction Site Manage</i> | C | | * | | | | |
| | <i>Construction Materials</i> | C | | | | * | | |
| | <i>Renewable Energy</i> | C | | | | | | |
| | <i>Construction Site Management</i> | C | | * | | * | | |
| | | | | | | | | |
| | <i>Module Title</i> | <i>Core/ Option</i> | D1 | D2 | D3 | D4 | D5 | D6 |
| <i>Lev 6</i> | <i>Dissertation</i> | C | | | | | | |
| | <i>Interprofessional Studies</i> | C | * | * | * | * | * | * |
| | <i>Con Tech 3</i> | C | | | | | | |
| | <i>Health & Safety</i> | C | | | | | | |
| | | C | | | | | | |
| | <i>Building Information Modelling</i> | | | | | | | |

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
- QAA¹ Subject Benchmark statement for Construction 2008, the
- QCA² 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.
- All students take part in simulated exercises, culminating in the Interprofessional 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 Skills 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.

- 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.
- To ensure that group discussions, case study / problem solving activity relate to and reflect the different aspects of practice represented within the classroom.
- 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 Virtual Learning Environment

The VLE is used for a variety of purposes:

- 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.
- 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 Development 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. Planning and Building Control and Construction Site Management practice) 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 Dissertation Module, the Inter professional Studies Module, and Health and Safety 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 Construction Management 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

Planning and Building Control

This module will require learners to apply current legislation to a simulated planning and building control scenario.

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.

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 however will be delivered through the medium of English. A Welsh speaking personal tutor is available to students who require this.

Assessment Regulations

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

All assessments lead to the gaining of credits.

Borderline classifications will be addressed thus:

Substantial module – Level 6 Dissertation

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

Derogation AUR528 Construction Site Management

Credits shall be awarded by an Assessment Board for those modules in which a pass mark has been achieved and all elements of assessment have been passed.

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 .

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 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

| Wee k | 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) Construction Site Management Building Information (4) BE Law (4) | Presentations Portfolio Essay In class test |
| 21 | 14.12.15 | Academic& Professional Dev. (4) | Presentation |
| 22 | 21.12.15 | Christmas Vacation | |
| 23 | 28.12.15 | Christmas Vacation | |
| 24 | 04.01.16 | Construction Materials (5) Interprofessional Studies (6) | Report Group Presentation |
| 25 | 11.01.16 | Sustainable Development (4) Planning & Building Control (5) Building Information Modelling (6) | Essay Essay Essay |
| 26 | 18.01.16 | Con Tech 2 (5) | Essay |
| 27 | 25.01.16 | Development Management (5) Health & Safety (6) | Case Study Essay |
| 28 | 01.02.16 | Con Tech 1 (4) | Case study |
| 29 | 08.02.16 | Construction Materials (5) | Presentation |

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|----|----------|---|--|
| 30 | 15.02.16 | Site Appraisal (4) | Practical |
| 31 | 22.02.16 | Tutorial/study week | |
| 32 | 29.02.16 | | |
| 33 | 07.03.16 | | |
| 34 | 14.03.16 | | |
| 35 | 21.03.16 | | |
| 36 | 28.03.16 | Easter Vacation | |
| 37 | 04.04.16 | Easter Vacation | |
| 38 | 11.04.16 | Construction Site Management (5) | Portfolio |
| 39 | 18.04.16 | Site Appraisal (4) Academic & Professional Dev. (4) Con Tech 3 (6) | Case Study Portfolio Essay |
| 40 | 25.04.16 | BE Law (4) Building Information (4) Development Management (5) Con Tech 2 (5) Construction Site Management Dissertation (6) Interprofessional Studies (6) | Essay Presentation Case Study Case Study Presentation Presentation and Report |
| 41 | 02.05.16 | Con Tech 1 (4) Sustainable Development(4) Planning & Building Control (5) Renewable Energy (5) Construction Management (5) Building Information Management 6) Health & Safety (6) | Essay Coursework Case Study Report Presentation Report Case Study |

Programme Management

Programme Team

Gareth Carr (GC) Programme Leader)

Dave Cheesbrough-((DC)

Louise Duff (LD)

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 Institution 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 through 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 AMT 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.

Research and Scholarly Activity Underpinning the Curriculum

The team are all members of the various professional bodies 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 arrangements. 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 it 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.