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## PART TWO PROGRAMME SPECIFICATION

### BSc (Hons) Construction Management

1	<p><b>Awarding body</b></p> <p>Glyndwr University</p>
2	<p><b>Programme delivered by</b></p> <p>Glyndwr University Neath Port Talbot College (TBC at a separate partner delivery re-approval event)</p>
3	<p><b>Location of delivery</b></p> <p>Glyndwr University - Plas Coch Campus Neath Port Talbot College – Neath Campus</p>
4	<p><b>Faculty/Department</b></p> <p>Faculty of Arts, Science and Technology Built Environment Department</p>
5	<p><b>Exit awards available</b></p> <p>Certificate of Higher Education in Built Environment Studies Diploma of Higher Education in Construction Management BSc Construction Management</p>
6	<p><b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b></p> <p>BSc (Hons) Construction Management – an extension of lapsed accreditation pending successful post-validation application to the CIOB.</p> <p>Accreditation agreements will only apply to delivery at the Wrexham Campus and do not apply to any partner delivery.</p> <p><b>This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.</b></p>
7	<p><b>Accreditation available</b></p> <p>Successful completion of the BSc (Hons) in Construction Management will permit CIOB membership at Applicant level.</p>
8	<p><b>Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)</b></p>

	N/A
9	<b>JACS3 / HECoS codes</b>  JACS 3: BSc (Hons) Construction Management – <b>K220</b> HECoS: BSc (Hons) Construction Management – <b>100151</b>
10	<b>UCAS code</b>  BSc (Hons) Construction Management – <b>K220</b>
11	<b>Relevant QAA subject benchmark statement/s</b>  Land, Construction, Real Estate and Surveying (October 2016) Architectural Technology (October 2014)
12	<b>Other external and internal reference points used to inform the programme outcomes</b>  Chartered Institute of Building (CIOB) <i>Education Framework for Undergraduate Programmes</i> - 2018 Edition Chartered Institute of Architectural Technologists (CIAT) <i>Accreditation Guidelines for Honours Degree Level Programmes</i> Chartered Institute of Architectural Technologists (CIAT) <i>Chartered Membership: Professional Standards Framework</i>
13	<b>Mode of study</b>  Full & part time
14	<b>Normal length of study</b>  Full time 3 years / Part time 5 years
15	<b>Language of study</b>  English

## 17 Criteria for admission to the programme

### Standard entry criteria

Requirements and admission procedures are in accordance with University policy and regulations for undergraduate qualifications. Standard entry criteria to the proposed programmes are conditional upon candidates having gained pre-requisite qualifications as follows:

112 UCAS tariff points for 3 year Bachelor; (48 UCAS tariff points for the 'Foundation Year'); or

a *BTEC National Certificate or Diploma*, or

membership of a professional body at a level deemed appropriate by the programme team.

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

Where programme delivery is provided by a collaborative partner organisation, that organisation shall be responsible for admitting students to programmes in accordance with the criteria identified above.

#### **DBS Requirements**

N/A

#### **Non-standard entry criteria and programme specific requirements**

Applications from candidates who do not satisfy the standard entry criteria identified in the preceding section are welcome. Such applicants will be expected to demonstrate through interview that they have the potential to succeed on the programme. Candidates employed within the construction industry and have sufficient appropriate experience, though assessment prior to admission will be considered in order to measure academic capability, particularly in mathematics and English or Welsh.

### **18 Recognition of Prior (Experiential) Learning**

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the [University General Regulations](#).

#### **Programme specific restrictions**

N/A

### **19 Aims of the programme**

The BSc (Hons) degree in Construction Management is intended to provide a qualification that is recognised by the construction industry and its associated professions as a comprehensive, informed and valuable measure of the ability of the Wrexham Glyndwr University graduate in the management of construction.

For the student, the programme is intended to provide a challenging, rewarding and valuable experience in the development of knowledge and understanding of those processes and technologies that exist within the contemporary construction industry.

## 20 Distinctive features of the programme

The design of the BSc (Hons) Construction Management programme has been developed to satisfy the requirements of the most recent CIOB *Education Framework*, and as such, accommodates all of those industrial contexts that the pre-eminent professional body within the building industry considers important. Such contexts range from the procedural to the technological, and so collective module content combines to facilitate a breadth of understanding and depth of knowledge that will equip the Glyndwr University graduate with the means to succeed as a construction manager.

The practice of construction management requires a good understanding of those other professional, technical and operational contributors to the development, construction and use of buildings, and so such perspectives have been important considerations in the design and detailing of module content. It is given that construction managers are responsible for managing people and processes as well as the quality, cost and timeliness of outputs, and so all of these themes run through the curriculum to ensure considerate and informed graduates upon successful completion of the programme.

A further distinctive feature of the programme is that in its delivery is informed by application in practice as well as theoretically in an academic sense. Because of this contextual bias, students are encouraged to be both innovative in developing ideas, and mindful as to their application within well-defined legislative and 'good practice' constraints that already exist within the contemporary construction industry.

Having established the significance of the industrial context in the development of module content, it is important that the programme exploits to the full, opportunities for engagement with industry. This will be facilitated through site visits, study tours, guest and timetabled lectures from specialists, and further direct experience of those contemporary procedural and technological developments that are shaping the industrial future through credit-bearing work-based learning and extra-curricular CPD.

Academically and experientially therefore, the Wrexham Glyndwr graduate of Construction Management will benefit from a programme that threads formal professional body requirements, the application of processes and technologies in the modern industrial context, and the personal and academic qualities expected at Level 6 into managerial competency conducive to such a vibrant and challenging industrial sector.

## 21 Programme structure narrative

The BSc (Hons) Construction Management programme is delivered full-time and part-time.

In the delivery patterns and modes of attendance described in the sections that follow, all modules are 'core' to the programme, and all are credit-bearing, including one that incorporates a work-based element; there are no optional modules.

Certificate of Higher Education Built Environment Studies: 120 credits  
Students who achieve 120 credits at level 4 may exit with a Certificate of Higher Education Built Environment Studies.

Diploma of Higher Education Construction Management: 240 credits

Students who achieve 120 credits at level 4 and 120 credits at level 5 may exit with a Diploma of Higher Education Construction Management.

#### BSc (Ord) Construction Management

Students who achieve 120 credits at level 4 and 120 credits at level 5 and 60 credits at level 6 may exit with a BSc (Ord) Construction Management. The combination of Level 6 modules required for an Ordinary Degree must include the defining, substantive module, AUR618 Construction Management 3:Industrial Practice.

#### BSc (Hons) Construction Management: 360 credits

Students who achieve 120 credits at level 4, 120 credits at level 5 and 120 credits at level 6 will exit the programme with a BSc (Hons) Construction Management.

## 22 Programme structure diagram

The table below identifies modules that comprise the *BSc (Hons) Construction Management* programme at Levels 4, 5 and 6; those shaded horizontally represent similar thematic strands that help articulate particular areas of cumulative learning in response to published CIOB specifications

	<i>BSc (Hons) Const. Management Level 4</i>	<i>BSc (Hons) Const. Management Level 5</i>	<i>BSc (Hons) Const. Management Level 6</i>
<b>Mod title</b>	<b>Design &amp; Technology 1</b>	<b>Planning and Building Regulations</b>	<b>Inter-professional Studies</b>
New Mod.	AUR407	AUR538	AUR624
Credit value	20	20	20
Core/Opt.	Core	Core	Core
Mod leader	Colin Stuhlfelder	David Cheesbrough	David Cheesbrough
<b>Mod title</b>	<b>Construction Management 1</b>	<b>Construction Site Management (incl. WBL)</b>	<b>Construction Management 3 Industrial Practice</b>
New Mod.	AUR405	AUR535	AUR618
Credit value	20	40	20
Core/Opt.	core	core	core
Mod leader	David Cheesbrough	Louise Duff	Gareth Carr
<b>Mod title</b>	<b>Construction Technology 1</b>	<b>Construction Technology 2</b>	<b>Construction Technology 3</b>
New Mod.	AUR406	AUR536	AUR619
Credit value	20	20	20
Core/Opt.	Core	Core	Core
Mod leader	Gareth Carr	Gareth Carr	David Cheesbrough
<b>Mod title</b>	<b>Sustainable Construction</b>	<b>Digital Technologies in Surveying</b>	<b>Commercial Management</b>
New Mod.	AUR413	AUR537	AUR617
Credit value	20	20	20
Core/Opt.	core	Core	Core
Mod leader	David Cheesbrough	Louise Duff	David Cheesbrough
<b>Mod title</b>	<b>Quantity Surveying Practice 1</b>	<b>Procurement and Contract Practice 2</b>	<b>Project Management Technologies &amp; BIM</b>
New Mod.	AUR408	AUR539	AUR625
Credit value	20	20	20
Core/Opt.	core	core	Core
Mod leader	David Cheesbrough	David Cheesbrough	Colin Stuhlfelder
<b>Mod title</b>	<b>Science and Materials 1</b>		<b>Individual Research Project</b>
New Mod.	AUR409		AUR621
Credit value	20		20
Core/Opt.	core		Core
Mod leader	Gareth Carr		Gareth Carr

In terms of part-time delivery, established practice is to facilitate a five-year programme comprising five 'blocks' that synchronise with full-time delivery, thus embedding part-time students within full-time cohorts. This approach is beneficial in developing cohesion within the student body of the Built Environment section, and in bringing part-time professional experience to the classroom to the benefit of all.

<b>BSc (Hons) Construction Management</b> <i>Indicative 3 yrs full-time delivery</i>		
	<i>Semester 1</i>	<i>Semester 2</i>
Level 4 Year 1	AUR413 Sustainable Construction	
	AUR408 Quantity Surveying Practice 1	
	AUR409 Science and Materials 1	
	AUR407 Design & Technology 1	
	AUR405 Construction Management 1	
	AUR406 Construction Technology 1	
Level 5 Year 2	AUR537 Digital Technologies in Surveying	
	AUR535 Construction Site Management	(WBL)
	AUR539 Procurement and Contract Practice 2	
	AUR538 Planning and Building Regulations	
	AUR536 Construction Technology 2	
Level 6 Year 3	AUR617 Commercial Management	
	AUR625 Project Management Technologies & BIM	
	AUR621 Individual Research Project	
	AUR624 Inter-professional Studies	
	AUR618 Construction Management 3 Industrial Practice	
	AUR619 Construction Technology 3	

<b>BSc (Hons) Construction Management</b> <i>Indicative 'long and thin' 5 yrs part-time block delivery</i>		
	<i>Semester 1</i>	<i>Semester 2</i>
Level 4 Year 1 Block 1	AUR407 Design & Technology 1	
	AUR406 Construction Management 1	
	AUR413 Sustainable Construction	
	AUR408 Quantity Surveying Practice 1	
Level 4 Year 2 Block 2	AUR406 Construction Technology 1	
	AUR537 Digital Technologies in Surveying	
	AUR409 Science and Materials 1	
Level 5 Year 3 Block 3	AUR538 Planning and Building Regulations	
	AUR535 Construction Site Management (incl. WBL)	
	AUR536 Construction Technology 2	
Level 5/6 Year 4 Block 4	AUR624 Inter-professional Studies	
	AUR536 Construction Technology 3	
	AUR617 Commercial Management	
	AUR539 Procurement and Contract Practice 2	
Level 6 Year 5 Block 5	AUR619 Construction Management 3 Industrial Practice	
	AUR625 Project Management Technologies & BIM	
	AUR621 Individual Research Project	

### 23 Intended learning outcomes of the programme

The following table identifies Intended Learning Outcomes derived from QAA Benchmark Statements and sector-specific framework documents referred to in Part One, Section 7 of this submission.

	Certificate in Higher Education in the Built Environment	Diploma in Higher Education in Construction Management	BSc Construction Management	BSc (Hons) Construction Management
<b>A. Knowledge and Understanding</b>				
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.	
A2	Describe 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.	
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	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.	
A6		Illustrate 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	Evaluate the nature and extent of the Construction Industry, its constituent parts and the role played by Professional Bodies	
A8			Have a critical awareness of techniques applicable to research and its application to the practice context..	
A9				Demonstrate the application of critical thinking and the deployment of innovative



				management skills to the construction process.
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	Certificate in Higher Education in the Built Environment	Diploma in Higher Education in Construction Management	BSc Construction Management	BSc (Hons) Construction Management
<b>B Intellectual skills:</b>				
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.	
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.	
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.	
	Certificate in Higher Education in the Built Environment	Diploma in Higher Education in Construction Management	BSc Construction Management	BSc (Hons) Construction Management
<b>C Subject skills.</b>				
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	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.	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.	

<b>C4</b>	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.	
<b>C5</b>			Evaluate risk and apply to health and safety and welfare procedures as well as potential development scenarios	

	<b>Certificate in Higher Education in the Built Environment</b>	<b>Diploma in Higher Education in Construction Management</b>	<b>BSc Construction Management</b>	<b>BSc (Hons) Construction Management</b>
<b>D. Practical, Professional and Employability skills.</b>				
<b>D1</b>	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.	
<b>D2</b>	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.	
<b>D3</b>	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	
<b>D4</b>	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.	
<b>D5</b>			Apply effective time and resource management to both group and individual tasks.	
<b>D6</b>	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	

## 24 Curriculum matrix

For successful completion of the awards described in the previous table, students will achieve the following learning outcomes:

	Module Title	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	
Level 4	AUR413 Sustainable Construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	AUR408 Quantity Surveying Practice 1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	AUR409 Science and Materials 1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	AUR407 Design & Technology 1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	AUR405 Construction Management 1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	AUR406 Construction Technology 1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Module Title	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	
Level 5	AUR537 Digital Technologies in Surveying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	AUR535 Construction Site Management (incl. WBL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	AUR539 Procurement and Contract Practice 2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	AUR538 Planning and Building Regulations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	AUR536 Construction Technology 2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Module Title	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	
Level 6	<i>AUR617 Commercial Management</i>	■	■	■	□	■	■	□	□	□	■	□	□	■	□	■	□	□	■	■	■	□	□	■	□	
	<i>AUR625 Project Management Technologies &amp; BIM</i>	■	■	■	■	□	■	■	□	□	■	□	■	■	■	■	■	■	■	■	■	■	□	■	■	■
	<i>AUR621 Individual Research Project</i>	□	□	□	□	□	□	□	■	□	■	■	■	■	■	■	■	□	■	□	□	■	■	■	□	□
	<i>AUR624 Inter-professional Studies</i>	■	□	■	■	■	■	■	■	□	□	■	■	■	■	□	□	■	■	□	■	■	■	■	■	■
	<i>AUR618 Construction Management 3 Industrial Practice</i>	□	■	■	■	■	■	■	■	□	■	□	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	<i>AUR619 Construction Technology 3</i>	■	■	□	■	■	□	■	■	□	■	□	□	□	□	■	□	■	□	■	□	■	■	□	□	■

## 25 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. For example, at Level 4, academic study skills, as well as professional development, will be threaded throughout all the modules, with each differing assessment being used as an opportunity to demonstrate to the students what methods and approaches are required for each. Students will be encouraged to engage with Study Skills services and will use the Level 4 Design & Technology 1 module as the vehicle for exploring the convergence of various representational and presentational skills with the expectations of being a professional within their respective industries.

In exploiting opportunities to encourage the interest and engagement of students, delivery will be such that a variety of recognised methods will be employed, 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.

Appropriate resources will be used to ensure that knowledge and understanding is developed in the use of facilities and equipment that best-reflect current industrial practice. Resources may 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. A 'base-room' will be established within the University which will be utilised to its fullest extent in order to give identity to the programme, and to provide students with a collective space that encourages a collegiate approach to their study.

Where possible, industrial engagement within programmes will be 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.

Personal Development Planning will be part of the Design & Technology 1 module, where professional standards, and the expectations of Continuous Professional Development in their respective fields will be considered. For students entering at Level 5 or Level 6, these will be met in the respective Work Based Learning module at Level 5, and in Project Management, Technologies & BIM.

## 26 Work based/placement learning statement

Work-based learning is a significant component in the BSc (Hons) Construction Management programme, and is accommodated in the *Construction Site Management* module. The purpose of work-based learning in this context is to engage the student, the employer and the academic provider in the identification, analysis and extension of understanding in a work-related aspect of the student's chosen field. Such a collaborative approach will create a three-dimensional relationship wherein the student is central in directing its course, steered by the advice and guidance of both employer and academic provider towards the completion of the learning outcomes defined by the module specification; the success of the work-based learning component will therefore depend upon the full engagement of the student, the employer organisation and the delivery team in pursuit of these objectives. The placement will be assessed via a selection of Core Attributes, Key Attitudes and Practical Skillsets.

Placements will be of five working days duration within an employer organisation considered appropriate in terms of its industrial context. The process of placement will accord with those statutory health, safety and welfare requirements of the University, potential collaborative partners, and the employer organisation, sufficient to ensure the health, safety and welfare of the student whilst undertaking the placement.

## 27 Welsh medium provision

The BSc (Hons) Construction Management programme will be delivered through the medium of English, students are entitled to submit assessments in the medium of Welsh if this is preferred.

## 28 Assessment strategy

A range of assessment methods will be utilised in order to simulate the sorts of written, practical, visual and oral communication methods that might be expected to take place within the professional and industrial work environment. The Work-based Learning component in particular, will allow students to directly connect professional and vocational aspects of their chosen sector with those academic components of the programme.

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, coursework and oral presentations are all important components in a systematic approach to providing students with opportunities to achieve learning outcomes. 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 ability.

BSc (Hons) Construction Management				Indicative submission									
Module code & title	Assessment type and weighting	Assessment loading	FT		B1		B2		B3		PT		E
			S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	
Level 4	<b>AUR407</b> Design Technology 1	1. Portfolio (100%)	4000 words eq.		+		+						
	<b>AUR405</b> Construction Management 1	1. Portfolio (100%)	4000 words eq.		+		+						
	<b>AUR406</b> Construction Technology 1	1. In-class Test (50%) 2. Coursework (50%)	2 hrs 2000 words eq.	+					+				
	<b>AUR413</b> Sustainable Construction	1. Poster Pres. (100%)	4000 words eq.		+		+						
	<b>AUR408</b> Quantity Surveying Practice 1	1. Coursework (100%)	4000 words eq.		+		+						
	<b>AUR409</b> Science and Materials 1	1. Coursework (100%)	4000 words eq.		+				+				
Level 5	<b>AUR538</b> Planning and Building Regulations	1. Essay (50%) 2. Coursework (50%)	2000 words 2000 words eq.	+	+						+	+	
	<b>AUR535</b> Construction Site Management (incl. WBL)	1. In-class Test (70%) 2. Presentation (30%)	4000 words eq. 20 min.	+	+						+	+	
	<b>AUR536</b> Construction Technology 2	1. In-class Test (50%) 2. Case Study (50%)	2 hrs 2000 words eq.	+	+						+	+	
	<b>AUR537</b> Digital Technologies in Surveying	1. Practical (100%)	4000	+	+			+	+				
	<b>AUR539</b> Procurement and Contract Practice 2	1. Essay (50%) 2. Coursework (50%)	2000 words 2000 words	+	+								+
Level 6	<b>AUR624</b> Inter-professional Studies	1. Presentation (80%) 2. Refl. Practice (20%)	3000 words eq. 1000 words	+	+								+
	<b>AUR618</b> Construction Management 3 Industrial Practice	1. Portfolio (100%)	4000 words eq.		+								
	<b>AUR619</b> Construction Technology 3	1. Presentation (50%) 2. In-class Test (50%)	2000 words eq. 2 hrs	+	+								+
	<b>AUR617</b> Commercial Management	1. Coursework (100%)	4000 words		+								+
	<b>AUR625</b> Project Management Technologies & BIM	1. Report (40%) 2. Report (60%)	1500 words 2500 words	+	+								
	<b>AUR621</b> Individual Research Project	1. Project (75%) 2. Oral Assessment (25%)	3000 words 20 min.		+								

## 29 Assessment regulations

Glyndwr University's General Regulations and Definitions, and Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees will apply.

### Derogations

The following derogation will apply to AUR535 Construction Site Management and AUR621 Individual Research Project;  
Credits shall be awarded by an Assessment Board for those modules in which a pass mark (40%) has been achieved, with a minimum mark of 40% in each element of assessment.

### Non-credit bearing assessment

N/A

### Borderline classifications (for undergraduate programmes only)

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification.
- All level 6 modules must have been passed at the first attempt. (If failure has been compensated in accordance with Paragraph 10 above in respect of a Level 6 module, this module will not qualify as a pass at the first attempt and consequently, the borderline criteria will not be met);
- The mark achieved for AUR618 Construction Management 3: Industrial Practice is within the higher classification.

## 30 Programme Management

### Programme leader

David Cheesbrough

### Module Leaders

Gareth Carr	<a href="https://www.glyndwr.ac.uk/en/StaffProfiles/GarethCarr/">https://www.glyndwr.ac.uk/en/StaffProfiles/GarethCarr/</a>
David Cheesbrough	<a href="https://www.glyndwr.ac.uk/en/StaffProfiles/DaveCheesbrough/">https://www.glyndwr.ac.uk/en/StaffProfiles/DaveCheesbrough/</a>
Louise Duff	<a href="https://www.glyndwr.ac.uk/en/StaffProfiles/LouiseDuff/">https://www.glyndwr.ac.uk/en/StaffProfiles/LouiseDuff/</a>
Colin Stuhlfelder	<a href="https://www.glyndwr.ac.uk/en/StaffProfiles/ColinStuhlfelder/">https://www.glyndwr.ac.uk/en/StaffProfiles/ColinStuhlfelder/</a>

## 31 Quality Management

### Quality and Standards

External review of quality and standards within the programmes is provided by the External Examiner appointed by Glyndwr University.



A Student Voice Forum (SVF) will be held twice each year to provide a forum for students, via representatives, to contribute formal commentary as to how programmes and the learning environment within which they take place are managed; minutes and responses to SVFs are subsequently posted to the Virtual Learning Environment. Furthermore, the report of the External Examiner and associated team response is made available to students via Student Voice Fora. SVF minutes and responses subsequently inform the Annual Monitoring Report and where appropriate, the Academic Link Annual Report.

Students are also encouraged to approach Programme Leaders and module tutors individually, should they have any concerns in relation to their programme of study.

Formalised anonymous feedback is obtained from Student Evaluation of Module surveys at mid- and end-points of module delivery.

An Annual Monitoring Report (AMR) is prepared in respect of each programme of study by Programme Leaders. AMRs collect performance data in module and programme contexts using indicators such as mean, standard deviation, retention data and feedback from students and staff. Actions recommended through this process are then implemented by programme teams.

## **32 Research and scholarship activity**

All members of the Built Environment staff are members of the professional bodies, with varying levels of engagement including regional and national body membership, including invitations to speak at conferences and events on behalf of these bodies.

With regards to the research and scholarly activity carried out by members of the team, digital technologies and the part they play in aspects of the construction industry is a shared focus, including the role of drones in the measuring and recording of the built environment, and the use of virtual and augmented reality in the recording and preservation of historic architectural sites.

## **33 Learning support**

### **Institutional level support for students**

The University has a range of departments that offer support to students, including:

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare

- Student Programmes Centre
- Glyndŵr Students' Union

Students are able to access support through the Virtual Learning Environment (VLE), Library services (including on-line access), funding, welfare, disability, careers and study skills support available at Glyndŵr University. New students joining the programme will be expected to participate in an induction programme at the University where practicable, to ensure that study is effectively supported in the contexts identified above.

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal tutees and to provide pastoral and academic support throughout their studies at the University.

### **34 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 Equality and Diversity Policy

<https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/>

ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.