PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body	The programme is professionally accredited by the Chartered Institute of Building (CIOB) (www.ciob.org.uk) The programme is also accredited by the Association of Building Engineers (ABE) (www.abe.org.uk) The Royal Institution of Chartered Surveyors (RICS) www.rics.org.uk has granted affilliate status to the programme.
What type of accreditation does this programme lead to?	Graduates are recognised by the CIOB as meeting the academic requirements for membership (ie Chartered Status) that is achieved following a period of approved employment and an assessment of professional competence. Graduates may also qualify for membership of the ABE following a period of approved employment and an assessment of professional competence. Graduates may progress to full (Chartered) membership of the RICS though completion of a partner higher degree and a period of approved employment and an assessment of professional competence. Alternatively graduates may enter membership as an Associate (non chartered) grade and follow the professional route to qualify that will include some further academic assessment.
Is accreditation in some way dependent on choices made by students?	No
Final award/s available eg BSc/DipHe/CertHE	BSc Building Studies (Construction Management) Diploma of HE in Building Studies (Construction Management), Certificate of HE in Built Environment Studies Glyndŵr University Certificate of Continuing Education (Built Environment Studies)

Award title	BSc (Hons) Building Studies (Construction Management)
JACS 2 code	K200
UCAS code (to be completed by admissions)	K222
Relevant QAA subject benchmark statement/s	Construction, Property and Surveying (2007)
Other external and internal reference points used to inform the programme outcomes	
Mode/s of study *(p/t, f/t, distance learning)*	Full time and Part time
Language of study	English with a proportion being available in Welsh
Date at which the programme specification was written or revised	Updated September 2012

Criteria for admission to the programme

From UCAS the normal entry requirements are 240 points or equivalent of which up to 60 points may be from A1 (AS) alone. At least 140 points should be obtained from A2s, ACVEs or Scottish Highers.

Each application will be considered individually by the admissions tutor who will take into account different qualifications including Irish Leaving Certificates, International and Welsh Baccalaureate, Access Courses, BTEC National, GNVQ, NVQ and VRQ as well as other qualifications from overseas.

Applications are welcomed from other persons who do not possess the standard qualifications but who can demonstrate their capacity to pursue the programme successfully. A significant aspect of selection is the level of commitment, enthusiasm and interest in the subject as well as the requisite key and cognitive skills.

HNC/D and Foundation Degree students will be considered for entry to levels 5 &/or 6 of the programme. Each application will be considered on their own merit with the content / outcomes of the completed programme mapped against level 4 & 5 of the BSc programme in line with the University AP(E)L procedures will apply. Such applicants may be required to undertake a bridging programme of study prior to entering level 6.

Applicants with professional qualifications

The close relationship between the Programme and the accrediting Professional Body enables there to be a matching of the curriculum against their education frameworks.

Successor modules are updates of earlier modules and therefore the outcome and content match remains current. There are existing approvals for advanced standing in respect of:

> Members of the Association of Building Engineers (ABE) at Associate grade (ABeng) to be admitted to Level 5 with exemption from the Level 5 Construction Technology module (20 credits) but will have to complete the Level 4 Valuation module. Corporate Members (MBEng and FBEng) additionally are credited with the Development Law module at Level 5 (a further 10 credits).

There is a further approval for advanced standing in respect of members of the Chartered Institute of Building (CIOB) at Associate grade (ACIOB) and at Corporate grades (MCIOB / FCIOB) that match exactly those approved for ABE.

It is also proposed that Technical Membership of the Royal Institution of Chartered Surveyors (Tech RICS) a qualification based on Higher National awards followed by a competence based NVQ level 4 and a project based test of Technical Competence should allow the applicant to enter at Level 6 subject to completion of a 40 credit bridge programme from Level 5.

Aims of the programme

The aims of the programme are closely aligned with the Education Framework of the accrediting professional bodies and the QAA benchmark statement for Construction, Property and Surveying 2007.

The Programme aims to enable students to:

(a) Enter a career in Construction Management and associated practices at graduate level with a critical understanding of those professions and the context within which they operate through the completion of this intellectually challenging and vocationally relevant programme.

(b) Have a critical knowledge of the technical, legal, financial, social, economic and cultural issues that are required of all Construction Management professionals. Understand the context of global issues and corporate responsibility within which the construction industry plays a leading role.

(c) Apply IT and communicate knowledge to third parties, synthesise reports, presentations, graphics, act as team members and leaders, survey land and buildings, apply knowledge to practical situations and make appropriate decisions.

(d) Develop skills of critical evaluation, research and reflective practice within a supportive and student centred learning environment that will enable the learner to become confidently independent and progress in their chosen career to the limits of their own ambition.

Distinctive features of the programme

The programme will provide an educational framework for students working in, or aspiring to work in, a range of career areas within the Construction Industry. The strategy underpinning the programme ensures that students experience vocationally relevant education that provides them with the knowledge, skills, professional attitudes and academic ability that will enable them to operate effectively within their chosen career area.

Areas of study relate to the construction of buildings, project management, procurement and site management, serving business clients and the public alike, the design and maintenance of buildings, and regeneration of resources within the political, cultural, social, economic and legal framework. There is also a strong underpinning element of technology, corporate responsibility, health and safety, renewable energy and sustainable development that is common to all built environment programmes.

This programme is professionally accredited by the Chartered Institute of Building (CIOB) as exempting from professional examinations (there are no exemptions from the test of competence) and by The Association of Building Engineers (ABE).

The Programme team maintain extensive links with industry and has established an Employers Forum to ensure that programme content of this and sister courses are relevant to the needs of both employers and students. More directly the Forum also provides a source of guest lecturers, access to educational visits, assignment scenarios and practical experience as well as contemporary expertise.

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

The following tables show the Programme Structure for both Full Time and Part Time routes. The Part Time route for Construction Management has 60 credits in each of the first two years of study. This fits the requirements of the majority of part time students that enter the course with an HNC, or similar, that gives exemption from the first year of the full time course. Such students will then commence at level 5 and achieve the required 240 credits in three years of study, one day per week.

B.Sc. BUILDING STUDIES (CONSTRUCTION MANAGEMENT) FULL TIME ROUTE

Yr 1 Sem 1	Yr 1 Sem 2
Practical Surveying 10 Credits **AUR 475 DC**	B.E. Law 10 Credits **AUR 486 KG**
Personal Development 10 Credits **AUR 464 BH**	Professional Skills 10 Credits **AUR 465 BH**
Intro to Built Environment 20 Credits **AUR 483 DJ**	
CAD 20 Credits **AUR 473 IW**	
Construction Technology 1 20 Credits **AUR 476 DJ**	
Health Safety & Welfare Law 10 Credits **AUR 485 DJ**	Economic Framework 10 credits **AUR 487 DC**

Yr 2 Sem 1	Yr 2 Sem 2
Construction Management Practice 20 Credits **AUR 581 KG**	
Research Methods 10 Credits **AUR 260 BH**	Professional Development 10 Credits **AUR 565 BH**
Renewable Energy 10 Credits **AUR 579 DC**	Building Services 10 Credits **AUR 572 DJ**
Construction Economics 10 Credits **AUR 587 KG**	Building Regs 10 Credits **AUR 577 IW**
Construction Technology 2 20 Credits **AUR 576 DJ**	
Development Law 10 Credits **AUR 586 DC**	Contract Admin 10 Credits **AUR 580 KG**

Yr 3 Sem 1   Yr 1 Sem 2
Dissertation 40 Credits   **AUR 660   ALL**
Inter-professional Studies 20 Credits **AUR 680   KG BH IW**
Modern Methods of Construction 20 Credits **AUR 675   DC**
Health & Safety Management 20 Credits **AUR   687   DC**
Project Management 20 Credits **AUR   682   DL**

B.Sc. BUILDING STUDIES (CONSTRUCTION MANAGEMENT) PART TIME

Year 1	Year 2		Year 3		Year 4		Year 5
Intro to Built Environment 20 Credits **AUR 483 DJ**	Practical Surveying 10 Credits **AUR 475 DC**		Construction Technology 2 20 Credits **AUR 576 DJ**		Modern Methods of Construction 20 Credits **AUR 675 DC**		Dissertation 40 Credits **AUR 660 ALL**
Health Safety & Welfare Law 10 Credits **AUR 485 DJ**	CAD 20 Credits **AUR 473 IW**		Professional Development 10 Credits **AUR 565 BH**		Const.Mangt. Practice 20 Credits **AUR 581 KG**		
Personal Development 10 Credits **AUR 464 BH**	Construction Technology 1 20 Credits **AUR 476 DJ**		Renewable Energy 10 Credits **AUR 579 DC**		Inter-professional Studies 20 Credits **AUR 680 KG BH IW**		Health & Safety Management20 Credits **AUR 687 DC**
Professional Skills 10 Credits **AUR 465 BH**	B.E. Law 10 Credits **AUR 486 KG**		Development Law 10 Credits **AUR 586 DC**		Building Regs 10 Credits **AUR 577 IW**		Project Management 20 Credits **AUR 682 DL**
Economic Framework 10 credits **AUR 487 DC**			Contract Admin 10 Credits **AUR 580 KG**		Construction Economics 10 Credits **AUR 587 KG**		
			Research Methods 10 Credits **AUR 560 BH**				
			Building Services 10 Credits **AUR 572 DJ**				

Intended learning outcomes of the programme

A) Knowledge and Understanding

Students will be able to:
A1 Have a critical understanding of the problems, priorities and concerns of Construction Management in both new build and renewal situations.
A2 Apply current and future procurement processes within the context of Construction Management.
A3 Apply detailed knowledge of current Health and Safety Law and its application to the Construction process.
A4 Select and apply appropriate Construction Technologies including the principles of Sustainable Development and best environmental practice.
A5 Evaluate local and national economic factors affecting the Construction process.
A6 Apply knowledge of current Building Regulations and other physical factors likely to affect construction of buildings.
A7 Identify and apply the principles of project and resource management.

B) Intellectual Skills

Students will be able to:
B1 Analyse and interpret a range of information, locate and extract data from multiple sources and apply it to particular circumstances.
B2 Understand, edit and create drawings and reports of a standard relevant to the role of Construction Manager.
B3 Identify the aims and objectives of research.
B4 Analyse current and past policies and practice in order to evaluate their impact on the construction organisation.
B5 Analyse own learning needs and formulate an appropriate strategy to ensure that these needs are met.

C) Subject and other skills

Students will be able to:
C1 Select and use appropriate Information Technology to prepare and present information.
C2 Communicate effectively, including intelligent listening and the promotion of solutions.
C3 Have a critical awareness of the principles of ethical management, business operation and financial skills.
C4 Demonstrate effective time management and take responsibility for their actions.
C5 Evaluate new opportunities through the application of financial awareness.
C6 Understand the need for client involvement and how to secure feedback.

D) Professional Skills and abilities and Employability Skills and abilities

Students will be able to:
D1 Develop, maintain and encourage effective working relationships conducive to conflict resolution.
D2 Work effectively with others in the context of a team with a shared purpose.

D3	Advise clients upon factors affecting development, fitness for purpose and end user requirements.
D4	Appreciate, understand and work within an Equal Opportunities and non-discriminatory environment.
D5	Select appropriate teams to carry out the process of setting up and managing a construction project.

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

The learning and teaching strategy has been developed within the Glyndŵr University teaching and learning framework, with reference to the Quality Assurance Agency for HE subject draft benchmark statement for Construction, Property and Surveying (2007) the Education Framework of The Chartered Institute of Building (2007) and the Sector Skills Council's common learning outcomes (2006).

Learning and teaching take place within the modular framework that comprises all Built Environment routes to named awards, there being substantial commonality between named programmes at all levels. Modules that are in several programmes are jointly delivered to all students be they on full or part time modes of attendance. Integration between courses is seen as a positive move to enable students to experience multi disciplinary teamwork.

The programme team for Construction Management and the Built Environment Team as a whole have developed a strategic approach to delivering learning and teaching that meets the needs of the student group, enables personal and professional skills to develop, provides for practice application underpinned by up to date subject knowledge and encourages students to become independent learners.

All subjects are approached with a combination of formal lecturing and critical analysis and appraisal through in-class discussion, case studies, seminar presentations, structured workshops, role play, study visits, formal presentations and tutorial support. Emphasis is placed on identification, analysis and solutions to practical problems within realistic scenarios, and a range of learning methods are utilised.

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 the programme. Subjects are approached from a perspective of practical problem solving underpinned by theoretical understanding of professional knowledge. Skills development is not confined within modular parameters and students are expected, progressively, to participate in their own learning and this is also supported by personal and professional development modules.

In the second year (level 5) modules cover subjects of a more complex and specialist nature (eg development law and resource management) involving appraisal of practical situations, more complex options and policy analysis. These require students to prepare for lectures and seminars and are backed up by research skills and professional development modules that assist in linking and aiding coherence across the programme.

The final year (level 6) brings students into a range of challenging opportunities that enables them to demonstrate their achievement in variable option analysis and assessment (eg project management), creative thinking, teamwork and leadership skills (eg inter-professional

studies), independent learning, critical analysis and synthesis skills (dissertation), and cognate professional knowledge (eg MMC and urban renewal).

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.

Links to industry and a professional ethos are supported by the use of guest lecturers (usually members of the Built Environment Employer and Practitioner Forum) and the availability of free membership of the accrediting professional body for students who are able to attend the practitioner continuing professional development meetings and participate in local branch affairs.

There is no specifically dedicated location for the programme however there are materials and resources located in C122. Surveying equipment is available and students have access via web portals to a range of professional websites that provide up to date information on regulations, policy and practice as well as the latest case study material.

Welsh Medium

Students are encouraged by all members of the Team to present work, participate in discussions or receive feedback in Welsh or English as they wish and in accordance with current language equality legislation.

Opportunities to enjoy the bilingual nature of Wales are drawn to the attention of students and the team have noticed the enthusiastic response of even international students to the opportunity to experience one of Europe's oldest languages. Welsh language courses (free of charge) are available within the university and these provide routes to additional employment opportunities.

Whilst most members of the Team have to varying extents ability in Welsh, academic colleagues will always provide appropriate support to any non Welsh speaking colleague who wishes to offer the fullest support to Welsh speaking students. Approximately 18% of the programme can be delivered through the medium of Welsh.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Assessment strategies tend to be module based but with integrated themes wherever practicable. Jointly taught modules are enhanced by correlated learning outcomes so that students are assessed within the context of their individual programme of study. The Built Environment team have a long term substantial base of experience in delivering and assessing within the context of multi disciplinary groups.

Assessment material (assignment briefs etc.) are prepared to meet particular outcomes or ranges of outcomes, internally checked for clarity and presented to students at interactive briefing sessions. Submitted elements and complete work is assessed and feedback

provided to students. Tutorials discuss group and individual ongoing feedback during the course of the work set as well as on completion. Internal verification takes place before distribution of assessment material and prior to reporting of feedback and results.

The programme assessment strategy is designed to assess all relevant subject specific skills, intellectual skills and professional and employability skills. Within that basic framework, assessment is either:-

Diagnostic: Designed to provide an indicator of the learner's aptitude and preparedness for a programme of study and identify potential learning problems.

Formative: Designed to provide the student with feedback on progress and inform development.

Summative: Provide a measure of performance in relation to the learning outcomes for the module or programme.

Other features of assessment practice reflect development of professional and subject skills often using scenario based simulated work experience situations requiring professional reports that are presented or discussed individually with the 'clients'. The 'client briefing 'element appears in several modules and provides a rigorous check on the origin of the students submitted work that is particularly important when traditional exams do not feature as a main form of assessment.

Forms of assessment that concurrently encourage and enable the development of intellectual and employability skills also feature widely across the programme eg formal individual / group presentations, seminar presentations, scenario based time controlled tasks, practical tasks and individual research carried out in preparation for case study review and analysis.

Assessment regulations that apply to the programme

Glyndŵr University regulations for Bachelor Degrees, Diplomas, Certificates, and Foundation Degrees apply to this programme.

Programme Management

The programme will be managed by a named programme leader who will be supported by module tutors. The key mechanism for quality control and enhancement will be the processes and procedures associated with the annual monitoring cycle that is formalised through the production of the Annual Monitoring Report. This document evaluates the programme performance drawing on feedback from students, the professional bodies, external examiners and employers.

Due to the substantial commonality of modules between built environment programmes separate meetings for named programmes are not held. The Academic Head chairs a joint programme team meeting / Department meeting that commonly addresses issues arising from the programmes and oversees the proper engagement with the quality assurance and

enhancement process.

Within the context of the Department, individual team members take responsibility for cross programme issues such as Marketing and Recruitment, Admissions, Induction, Retention, Equal Opportunities, Research, Timetabling, relationships with professional bodies and careers advice amongst others.

Part time staff and colleagues from other Departments are invited to attend the Department meetings. The contribution of each part time or sessional team member is overseen by a full time member of staff who takes responsibility for the management of the module.

Each programme leader is responsible for day to day management of the programme and in a dual capacity as personal tutor ensures the welfare and development of each student on the programme throughout their period of study. This to include, in its broadest sense, monitoring absence, assisting students with special needs, diagnostic and formative assessment and fostering a sense of purpose and destination both in terms of the learning outcomes for each programme and preparation for a career.

Staff are committed to ensuring that the programme remains student centred.

Glyndŵr University's Virtual Learning Environment, Moodle, is used as a repository for programme related documents and links to websites. However, due to the size and complexity of the documents, students are supplied with a CD Rom that has all the resources required for that years study. These articles might typically include articles, legislation, consultation documents and technical sources where available.

Students may present work in Welsh or English as the Team have sufficient Welsh speakers to offer feedback and advice in either language. Opportunities to enjoy the bilingual nature of Wales are drawn to the attention of all students and the Team have noted the enthusiastic response of many international students to the chance to experience one of Europe's oldest languages.

Student feedback is gathered on an ongoing and informal basis within a variety of situations. It is also gathered from student representatives in a formal way at Programme Boards. Student led response and focus groups have addressed single issues without staff involvement and have proved to be helpful to staff and appreciated by students. Formal, quantitative data is also gathered through post enrolment, mid course and pre graduation surveys and results are considered at the above Boards.

Programme leaders attend the Joint Programme Boards and in conjunction with other team members, prepare annual reports, conduct admissions, review recruitment and retention, produce Programme Handbooks, arrange student induction, and participate in all external liaisons with employers / practitioners and professional bodies

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

Professional Bodies require a substantial part of the programme team to be qualified

members of a relevant professional body and for those members to be active in the educational processes of that body. This includes participating in accreditation processes on behalf of the professional body, acting as external examiner on accredited courses, serving on government / sector skills council committees as representatives and assisting with internal education and examination programmes. Built Environment team members are fully engaged in all these activities.

In addition, the external examiners are nominees of the accrediting professional bodies and usually make additional visits during the year. The accreditation process is a five yearly occurrence requiring submission of programme documentation to a specific template and a two day event with a wholly external panel.   The programme has accreditation from September 2006 to include the graduating cohort of 2011.

Particular support for learning

A welcoming atmosphere is provided by an extended induction week that emphasises inclusiveness and provides information on sources of help, counselling and opportunities for individual development. Ready access to all tutors and a 'personal tutor' system offering students access to individual private and personal tutorials offers support throughout a student's studies. These tutorials are also linked to the student's personal development and self management of learning.

The team are currently piloting the employment of a dedicated student liaison officer. The purpose of this role is to monitor attendance and assessment submission with a view to identifying and problems that students may have at an early stage. Students are then directed to appropriate support.

Access to learning resources is facilitated through close contact between the programme team and academic liaison staff in the Library. Support provide by library staff includes advice and guidance on accessing appropriate databases, advice on lending and ordering books, the provision of tutorials related to literature searches, and accessing online data bases.

Equality and Diversity

Built Environment welcome applications from all backgrounds: school or college leavers; mature students; people in industry whether employment is relevant or not; and international students. The aim of the admissions policy is to enable maximum participation from all who are capable of benefiting from a programme of study in the Built Environment.

The Team have a strong commitment to the University's equal opportunity policy and this is demonstrated by the student profile that includes a substantial proportion of mature entrants, members from ethnic minorities, female students, those from disadvantaged socio-economic backgrounds, students with disabilities, and first language Welsh speakers.

In line with the University's Disability Policy students with a disability or learning difficulty are encouraged to inform their Programme Leader of their circumstances upon entry. Where such needs are identified, students are referred to the University's Disability Advisor. This is

further reinforced through the induction programme and personal tutorial system and team members have experience of supporting students with disabilities or learning differences.