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**CONSTRUCTION STUDIES UNDERGRADUATE
PROGRAMME**

**BSc (Hons) Building
Engineering
PROGRAMME SPECIFICATION**

Updated June 2012

PROGRAMME SPECIFICATION

Course Record Information	
Name and level of final & intermediate Awards	BSc (Hons) Building Engineering <i>Intermediate Awards:</i> BSc Construction Studies Diploma of HE Construction Studies Certificate of HE Construction Studies
Awarding Body	University of Westminster
Location of Delivery	School of Architecture and the Built Environment University of Westminster 35 Marylebone Road London NW1 5LS
Mode of Study	Full time (3 years) Part time (5 years)
UW Course Code	BENBEN
JACS Code	K200
UCAS Code	K242
QAA Subject Benchmarking Group	Construction, Property & Surveying
Professional Body Accreditation	Chartered Institute of Building (Updated accreditation pending) Association of Building Engineers
Date of last review	2011
Date of Programme Specification	2012

Admissions Requirements

The normal minimum entry requirement for the BSc (Hons) Building Engineering is 280 points on Universities and Colleges Admissions Service (UCAS) Tariff, plus 3 GCSEs at Grade C or above (including English Language and Mathematics at Grade C or above). The UCAS Tariff covers most standard UK and Irish qualifications, including GCE/VCE qualifications, BTEC Nationals, Scottish Qualifications and Irish Leaving Certificates. For standard GCE A-Levels the tariff awards 120 points for an A Grade, 100 points for a B Grade, 80 points for a C Grade and so on. An applicant with three A-Levels at Grades B, B & C would therefore have 280 points.

For international qualifications the University uses the National Recognition Information Centre for the United Kingdom (UK NARIC) system to determine equivalence with UK qualifications.

The University's Admissions Regulations require that new undergraduate students who have not had their secondary education through the medium of English should normally have attained the equivalent of IELTS 6.0, TOEFL 550 (paper based examination) or TOEFL 213 (computer based test), or Edexcel London Tests of English Level 4.

Mature applicants who do not meet the above criteria, may be considered for entry to the courses, taking into account work or other experience, maturity of approach, or commitment and enthusiasm. Such applicants would be required to demonstrate that they have the potential to succeed on the course and to benefit from it. In all cases, this will involve an interview and the application of the University's procedures for Accreditation of Prior (Experiential) Learning (APEL).

Applicants who hold a Higher National Diploma (HND) or Higher National Certificate (HNC) in a cognate subject area may be considered for advanced entry on to the course. Such applicants would be required to demonstrate that all learning outcomes from Level 4 have been satisfactorily achieved, and that performance on the HND or HNC is at 'Merit' level or above. In all cases, this will involve an interview and the application of the University's procedures for Accreditation of Prior Certified Learning (APCL). If accepted, they would be granted 105 APCL credits at Level 4. They would be required to undertake one (15 credit) Level 4 module (Advanced Entry Introduction to Construction Studies) and all the Level 5 and Level 6 modules. The Level 4 module will be taken during students' first semester, alongside Level 5 modules.

Aims of the course

The purpose of the course is to provide students with a comprehensive and professionally oriented higher education experience in Building Engineering.

Building Engineering is primarily concerned with the application of science and technology to the creation and maintenance of a sustainable built environment. Building engineers have specialist skills and knowledge relating to the technologies of building, structural stability, fire safety, and the statutory control of building works.

In fulfilling this purpose the course aims to:

- Provide students with knowledge and understanding of the context, core concepts and theories relevant to Building Engineering in the design, creation and maintenance of a sustainable built environment.
- Develop transferable skills which students will be able to apply both within an academic context and in their professional careers.
- Develop cognitive skills which students will be able to apply in reaching professional judgements, solving problems and making decisions.
- Develop practical and technical skills relevant to Building Engineering, which students will be able to apply in their professional careers.
- Foster an environment in which learning experiences are shared by students on various parallel construction-related courses, thereby promoting the interdisciplinary nature of the construction industry.
- Encourage self-motivation and independent thought, such that graduates will be confident in challenging established working practices and responding to the future needs of the construction industry and its associated professions.
- Promote a culture of intellectual enquiry such that graduates will recognise the importance of lifelong learning for both personal and professional development.

Employment and Further Study Opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e., employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements which will inform the service delivered to students.

The BSc(Hons) Building Engineering is accredited by the Chartered Institute of Building (CIOB) (updated accreditation pending) and the Association of Building Engineers (ABE). As such, graduates from the course can progress directly towards full professional qualification with the CIOB and the ABE. This professional accreditation can be helpful to graduates in securing employment, as many employers require their staff to be professionally qualified.

Graduates from this course have secured attractive positions with contractors, consultancies, commercial companies, local authorities, housing associations and many other types of organisation.

Graduates from this course have also pursued further studies at Masters level, either on a full time or part time basis. Typical postgraduate courses have included cognate areas such as Engineering, or more generic areas such as Project Management.

Learning Outcomes

Learning outcomes are statements of what successful students have achieved as the result of learning. They are threshold statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

There are three academic levels to the course – Levels 4, 5 and 6 – which equate to the three years of a full time course. (For part time students the three levels are spread over five years)

Learning outcomes are expressed under three broad headings:

- Knowledge and Understanding
- Specific Skills
- Key Transferable Skills

Learning outcomes are set out in detail for each of the three levels of the course under each of these headings.

Knowledge and Understanding

On completion of **Level 4** of the course students, with guidance and a limited degree of autonomy, should be able to:

1. Recognise the responsibility which the discipline of Building Engineering has in designing, creating and maintaining a sustainable built environment.
2. Demonstrate knowledge and understanding of the principles which underpin the study of construction, specifically in relation to simple building forms. The knowledge base will comprise key theories and concepts of building design, building science, construction technology, site surveying and data analysis.
3. Demonstrate knowledge and understanding of the main procedures associated with the procurement, design and construction of simple building projects.
4. Demonstrate awareness of the context in which the construction industry and its associated professions operate, including social, economic, legal and cultural influences.
5. Recognise the need to consider health, safety and welfare issues at all stages of construction projects from inception through to the management of completed buildings.

On completion of **Level 5** of the course students, with limited guidance and a reasonable degree of autonomy, should be able to:

1. Demonstrate a detailed knowledge of the established concepts, theories and principles of the technology and environmental design of multi-storey and wide-span buildings and their services, including structural form and construction materials.
2. Demonstrate a detailed knowledge of management practice in a construction context, the ethical demands of sustainable development and the implications of design on the wider community.
3. Demonstrate a detailed knowledge of the discipline of Building Engineering, including an understanding of personal responsibility in the context of the codes of conduct and ethics of the profession.
4. Demonstrate a detailed knowledge of construction site production management, and the centrality of health and safety in the design, planning and construction of buildings.
5. Demonstrate a detailed knowledge of architectural theory and the design process.
6. Demonstrate a detailed knowledge of the operation of the statutory controls which apply to construction projects, and the inter-relationship between them.
7. Demonstrate a detailed knowledge of the fundamental concepts and principles of the structural behaviour of the structural elements of simple buildings.

On completion of **Level 6** of the course students, with minimal guidance and a significant degree of autonomy, should be able to:

1. Demonstrate an awareness of the provisional nature of knowledge and an understanding of research techniques and their application to knowledge creation.
2. Demonstrate systematic knowledge and understanding of the application of design and technology to the achievement of low- and zero-carbon buildings.
3. Demonstrate systematic knowledge and understanding of the contractual environment within which design and construction takes place, and the contractual arrangements under which projects are carried out.
4. Demonstrate systematic knowledge and understanding of the technology of building defects and the factors affecting building performance.
5. Demonstrate a systematic knowledge and understanding of the philosophy and practice associated with works to existing buildings.
6. Demonstrate a systematic knowledge and understanding of building

Specific Skills

On completion of **Level 4** of the course students, with guidance and a limited degree of autonomy, should be able to:

1. Undertake laboratory and site tests to produce data for the solution of simple building science problems.
2. Interpret construction drawings, produce sketches of buildings and building components, and produce accurate, annotated construction details.
3. Use specialist software to produce accurate two-dimensional representations of buildings and building components.
4. Use surveying equipment to undertake linear and angular measurements of land and buildings.
5. Measure quantities associated with simple building operations and be familiar with techniques for estimating costs.

On completion of **Level 5** of the course students, with limited guidance and a reasonable degree of autonomy, should be able to:

1. Identify the management and social responsibilities of the Building Engineer operating in a professional environment.
2. Assess the performance and properties of building materials and evaluate the design of structural elements.
3. Formulate solutions to problems involving the design and technology of multi-storey and wide span buildings and their environmental services.
4. Undertake design processes for buildings and communicate design solutions in graphical form.
5. Apply structural principles to the design and analysis of framed structures.
6. Analyse site production processes, identify key issues and undertake planning and programming of site production to address key issues.
7. Analyse proposed building projects to identify the statutory controls which apply.

On completion of **Level 6** of the course students, with minimal guidance and a significant degree of autonomy, should be able to:

1. Identify and define complex problems, and use investigative strategies to undertake an analysis and evaluate the outcomes.
2. Appraise contractual problems and identify contractual provisions and procedures involved in the administration of building contracts, within the context of commonly used standard forms of building contract
3. Investigate the physical performance of building elements and components, diagnose building defects and recommend corrective action.
4. Evaluate new technologies for low-and zero-carbon construction, and formulate solutions to the problems of achieving a sustainable built environment.
5. Apply the principles of building conservation to formulate proposals for the adaptive reuse of a building.
6. Analyse building engineering problems and formulate solutions based on an understanding of technology, structural principles, and fire engineering.

Key Transferable skills

On completion of **Level 4** of the course students, with guidance and a limited degree of autonomy, should be able to:

1. Work effectively with others, contribute to the planning of activities within a group, and meet obligations and responsibilities to fellow group members.
2. Identify key learning resources related to construction, and access a range of resources, both general and construction-related, including traditional text-based resources and electronic media.
3. Undertake simple research tasks with guidance, to collect and categorise ideas and information which are presented in a standard format.
4. Communicate in a clear and concise manner by producing written material in an appropriate format, with sources acknowledged and referenced.
5. Contribute to a presentation on a straightforward subject to a familiar audience.
6. Collect numerical data from observations, surveys, measuring equipment and published sources, record the data accurately, manipulate the data using established principles, and present the findings using standard classifications.
7. Use appropriate information technology applications to enter, edit and save data, including text, images, numerical and graphical data.
8. Use appropriate communication and information technology to search for information, develop that information and present it within typical software applications.
9. Take responsibility for own learning and, with appropriate support, prioritise tasks and adopt simple time management techniques.
10. Identify and describe well defined problems and, with guidance, investigate problems using straightforward methods and describe potential solutions.
11. Reflect on own performance, evaluate own capabilities, set personal targets and plan to achieve those targets.

On completion of **Level 5** of the course students, with limited guidance and a reasonable degree of autonomy, should be able to:

1. Interact effectively within a group, identify targets in consultation with others within a group, and establish responsibilities and working arrangements.
2. Evaluate own strengths and weaknesses with limited guidance, and identify resources to help meet needs.
3. Develop simple research strategies, manage information and reformat ideas and information for a given purpose.
4. Review alternative methods for obtaining data, decide on appropriate data collection techniques, undertake data collection, interpret data, carry out calculations as necessary, and present findings.
5. Communicate effectively by producing written material in a variety of formats, with a style and structure appropriate for the intended purpose.
6. Select and use appropriate software applications to manipulate data in a variety of formats. Decide how to edit and save information and review choices made.
7. Take responsibility for own learning with minimum direction, distinguish between urgent, important and routine tasks, and manage time commitments accordingly.
8. Identify key elements of problems, investigate problems using a range of methods, and evaluate potential solutions against agreed criteria.

On completion of **Level 6** of the course students, with minimal guidance and a significant degree of autonomy, should be able to:

1. Develop, maintain and encourage constructive working relationships within a group. Take on a leadership role and resolve conflict through negotiation.
2. Evaluate own strengths and weaknesses in depth. Challenge received opinion and reflect on action. Be confident in seeking and making use of feedback.
3. Identify research objectives with minimal guidance. Develop and manage research strategies and justify those strategies. Collect and evaluate evidence, review its reliability and investigate contradictory information.
4. Identify data requirements, manage a strategy for collection and recording of data, analyse data with minimal guidance, present findings effectively, explain significance of findings, and evaluate decisions made.
5. Communicate complex ideas and concepts in a wide range of written formats with a coherent style and structure.
6. Take full responsibility for own work and feel confident in criticising it. Evaluate effectiveness of own time management and maintain flexibility in planning. Identify potential causes of stress and act to minimise their impact.
7. Identify and define complex problems, and confidently apply appropriate knowledge and skills to their solution. Evaluate effectiveness of problem solving process.

Learning, Teaching and Assessment Methods

The course incorporates a wide diversity of subjects covering technology, design, science, engineering, management, law, and professional and technical matters. Consequently the learning, teaching and assessment methods employed on the course must reflect this very diverse curriculum. The teaching, learning and assessment strategies for each module are derived from the module learning outcomes. The learning outcomes are therefore central to the mode of delivery.

Learning and Teaching

Course delivery is based on a wide range of approaches to learning and teaching which seek to promote student-centred, active learning. In broad terms, learning and teaching methods may be considered under various categories including formal contact sessions, enquiry-based learning and self-directed learning, and technology-enhanced learning. However, it must be emphasised that there is considerable overlap, both between categories and between individual methods.

Formal contact sessions

Formal contact sessions are distinguished essentially by the presence of a member of academic staff to support and facilitate the learning process. Examples of specific methods include:

Lectures

The purpose of a lecture is to convey basic knowledge and concepts. Students learn both from the lecture content and, by observation, from different approaches to the organisation and presentation of material.

Tutorials

These may be individual or in small groups, but the key element is the interaction between tutor and student around problems raised by students. They are important in helping students to learn to identify and articulate problems in their work, and to seek help and constructive criticism.

Laboratories

Laboratory sessions provide students with an opportunity to put into practice some of the procedures described in lectures, and to carry out experiments to test concepts and methods. These sessions also enable students to gain experience in using specialist equipment.

Studios and Workshops

Studios are used for design based modules and seek to develop students' creativity and visual awareness, and their ability to make proposals and evaluate them against predetermined criteria. Students learn to be self-critical. Computing workshops are used to enable students gain experience in using specialist software and applying it to solve real or simulated problems.

Enquiry-based learning and self-directed learning

Some modules on the course adopt an "enquiry-based learning" approach, in which students, working individually or in groups, are presented with a problem or a scenario and are required to analyse the problem, conduct research and formulate responses. The learning process is therefore driven by a process of enquiry.

The enquiry-based learning approach promotes self-motivation and independent thought and relies on students undertaking self-directed learning. This is regarded as a vital extension of formal teaching and learning methods. Students are

expected to underpin their learning by private study, and to utilise all available resources to good effect. The following aspects are considered to be particularly important:

Reading

Students will be expected to read extensively. Reading may be used to explore specific topics in depth, to explore a range of points of view, to develop questions and identify possible answers, and to begin to understand how different kinds of written material can be used in professional work.

Group Work

Group work is designed so that students learn to organise and structure collective or co-operative work processes. Group work provides a forum for students to address questions of roles and authority within the group, and may also be used to simulate relationships in organisations related to particular work situations.

Guided Independent Study

Certain weeks during each semester of the course are designated as Guided Independent Study (GIS) weeks. During these weeks work will be given to students to undertake on their own or in group, but with structured guidance. Resources may also be provided where appropriate to the task and level of study. Guided Independent Study may include project work for assessment, guided research and reading, online learning activities, laboratory work, group activities, site visits and field trips, personal development portfolios, and guided revision.

Technology-enhanced learning

Technology is integrated with face-to-face delivery to support and enhance the delivery of the course.

Information and Communication Technology (ICT)

Students will also be expected to develop their ICT skills, using either their own personal hardware and software or the extensive facilities provided by the university.

Virtual learning environment

The course is supported by a 'Virtual Learning Environment' (VLE) known as 'Blackboard'. Blackboard is a system that facilitates and manages electronic communication and access to materials or information. In simple terms it is a system which runs on the intranet and provides a structured means of communication and access to course materials. Blackboard helps tutors and students to share learning resources, communicate, undertake online group work, and take online tests.

Online resources

Extensive online e-learning materials are available to students to support them in their studies. Online databases of technical information and academic journals are available via the Library Services. In addition various construction-specific multimedia resources are available online to support module delivery, including software packages, text-based information, photographs, diagrams, sequences and video clips.

Asynchronous online communication

Facilities are available which enable students to communicate online with each other and with tutors. Online discussion boards enable students to discuss coursework, group work and other module matters asynchronously.

Assessment Strategies

The purpose of assessment is much broader than simply testing the achievement of learning outcomes. Firstly, assessment provides feedback to students as to whether they need to modify their approach to improve their performance. Secondly, assessment provides motivation to students and therefore encourages learning. Thirdly, the work required for assessment provides a means by which students can put into practice the knowledge, understanding and skills which the modules promote. Thus, with coursework in particular, the work which students undertake for assessment purposes contributes significantly to their learning.

A variety of assessment methods are used. Some modules are assessed through a combination of examination and coursework and others by coursework only. Examinations can include traditional unseen examinations, open-book examinations, or pre-briefed examinations based on case studies. The questioning style can include essay questions, multiple choice questions, or problem-solving questions.

The term 'coursework' can cover a wide range of activities. These include essays and project work. Essays are designed to help students learn to structure discussion of particular issues. Project work may be group or individual work. Project work is distinguished by the emphasis on problem solving and proposing appropriate solutions to specific problems. In project work, students may be asked to take major responsibility for defining, acquiring and organising knowledge relevant to the set problem. Project work may result in the preparation of reports, portfolios, posters, or graphical work such as drawings, and may involve oral and visual presentations.

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year.

Credit Level 4

Code	Title	Status	Value
ACSS40 4	Introduction to Construction Studies	Core	15 credits
ACSS40 0	Building Science	Core	30 credits
ACSS40 6	The Construction Environment	Core	15 credits
ACSS40 1	Construction Technology 1	Core	30 credits
ACSS40 3	Building Design 1	Core	15 credits
ACSS40 5	Procurement and Project Information	Core	15 credits

Award of Certificate of Higher Education in Construction Studies available

Credit Level 5

Code	Title	Status	Value
ACSS51 0	Professional Practice & Sustainability	Core	15 credits
ACSS50 1	Construction Technology 2	Core	30 credits
ACSS50 4	Construction Site Practice	Core	15 credits
ACSS50 8	Materials & Structures	Core	15 credits
ACSS50 2	Building Design 2	Core	15 credits
ACSS51 2	Structural Principles	Core	15 credits
ACSS51 1	Statutory Control	Core	15 credits

Award of Diploma of Higher Education in Construction Studies available

Credit Level 6

Code	Title	Status	Value
ACSS61 4	Dissertation	Core	30 credits
ACSS61 0	Contract Practice	Core	15 credits
ACSS60 9	Construction Technology 3	Core	15 credits
ACSS60 4	Building Adaptation & Conservation	Core	15 credits
ACSS60 6	Building Engineering & Fire Safety	Core	30 credits
ACSS60 7	Building Pathology	Core	15 credits

Award of BSc (unclassified degree) in Construction Studies available

Award of BSc (Hons) in Building Engineering available

Academic Regulations

The BSc (Hons) Building Engineering and its intermediate awards operate in accordance with the University's Academic Regulations and the *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

All students should make sure that they access a copy of the current edition of the general University handbook called **Essential Westminster** which is available at westminster.ac.uk/essential-westminster. The following regulations should be read in conjunction with the *Modular Framework for Undergraduate Courses* and relevant sections of the current *Handbook of Academic Regulations*.

“A pass in a module is achieved when the overall mark is greater than or equal to 40%; with at least 30% in the final assessment and any qualifying marks and/or sets achieved as detailed in the module handbook.”

Condoned Credit at Level 4

A student may be awarded condoned credit at Level 4 only, on the condition that the failed element(s) of assessment has been attempted at both the first and referred opportunity, and where he/she has achieved:

- a) an overall module mark of greater than or equal to 30% but less than 40%;
- b) an overall mark of 40% or greater but not reached the required qualifying mark(s) and/or qualifying set(s) as detailed in the module handbook.

Where a student is awarded condoned credit, the recorded module mark will be capped at 40%. Condoned credit will count towards any credit limits for specified awards. Where a student is awarded condoned credit in a module but subsequently achieves an overall pass at a re-take, credit may contribute only once to an award.

Progression

To progress from Level 4 to Level 5 in full time study, a student must achieve an average of 40% across 120 credits; to progress from Level 5 to Level 6 full-time study, a student must pass at least 165 credits, including 75 credits at Level 5.

To qualify for the award of BSc(Hons) Building Engineering a student must have:

- a) Obtained at least 360 credits including:
 - passed 75 credits at Level 4 or higher and achieved at least a condoned credit in each of the remaining modules worth 45 credits at Level 4; and
 - a minimum of 120 Credits at Level 5 or higher; and
 - a minimum of 120 credits at Level 6 or higher.
- b) attempted modules with a maximum value of 330 credits at Levels 5 and 6
- c) Satisfied the requirements contained within any course specific regulations for the relevant course Scheme.

The class of the Honours degree awarded is decided by two criteria: the average of the best 105 credits passed at Level 6 being in the range of the class to be awarded, and the average of the next best 105 credits passed at Levels 5 and 6 provided the next best 105 credits passed are no more than one classification below this.

Support for Students

On arrival, an induction programme will introduce students to the staff responsible for the course, the campus on which they will be studying, the Library and IT facilities and to the School Registry. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

Learning support includes the Library which, across its four sites, holds print collections of 360,000 books, 1,600 journal subscriptions and substantial audio visual collections. Access to all resources including over 6,500 electronic resources (databases, e-journals, e-books, exam papers and links to recommended websites) is facilitated through Library Search, a new online service

There are over 3,500 computers spread over the four University campuses available for students use. The University uses a Virtual Learning Environment called Blackboard where students can access course materials and communicate with staff and other students via message boards.

At University level, Services for Students provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The International Office provides particular support for international students. The University of Westminster Students' Union also provides a range of facilities to support all students during their time at the University.

Reference Points for the course

Internally

The BSc(Hons) Building Engineering course has been designed to take account of the University's mission statement, in that the course seeks to provide high quality higher education for the intellectual, social and professional development of the individual and for the economic and cultural enrichment of London and wider communities.

The course meets the requirements of the University's framework for undergraduate courses and the academic regulations of the University. Learning, teaching and assessment on the course take into account the provisions of the University's Learning, Teaching and Assessment Strategy.

Externally

The BSc(Hons) Building Engineering course has been designed to reflect the provisions of the QAA Subject Benchmark Statement for Construction, Property & Surveying. The course also follows guidance provided by the Chartered Institute of Building, and the Association of Building Engineers. The programme has been mapped against the Higher Education Graduate Common Learning Outcomes of the Construction Industry Council.

Quality Management and Enhancement

Course Management

The BSc (Hons) Building Engineering course is one of six pathways in the Construction Studies Programme, which is managed by a Programme Leader. Additionally there is a course leader specifically for the Building Engineering pathway. The Construction Studies Programme is located within the Department of Property & Construction, one of four departments in the School of Architecture and the Built Environment, at the Marylebone site.

Course approval, monitoring and review

The course was initially approved by a University Validation Panel in 2011. The Panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other Universities and the relevance to employers. Periodic Course Review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the School to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from each Course Committee, evidence of student progression and achievement and the reports from External Examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the School action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

Student involvement in Quality Assurance and Enhancement

Student feedback is important to the University and student comment is taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the Course Committee.

All students are asked to complete a Module Feedback Questionnaire at the end of each module. The feedback from this will inform the Module Leader on the effectiveness of the module and highlight areas that could be enhanced. The University also has an annual Student Experience Survey which provides valuable feedback about a range of University services.

Students meet with Review Panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from Course Committees is part of the Schools' quality assurance evidence base.

For more information about this course:

The University's Course Enquiries team can be contacted on +44 (0)20 7915 5511, or email course-enquiries@westminster.ac.uk

The Admissions and Marketing Office for the Marylebone site can be contacted on +44 (0)20 7911 5020, or email mrdmark@wmin.ac.uk

Further details on this course, and other undergraduate construction courses offered in the School of Architecture and the Built Environment, can be found at: <http://www.westminster.ac.uk/schools/architecture/construction>

To download a copy of the University of Westminster's Undergraduate Prospectus go to: <http://www.westminster.ac.uk/study/ug/prospectus>

Please note – This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Programme Handbook provided to students and Module Handbooks which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.