

## PROGRAMME SPECIFICATION

### Course record information

Name and level of final award	<b>BSc (Hons) Construction Management</b> The BSc (Hons) Construction Management Degree is a BSc degree that is Bologna FQ-EHEA first cycle degree or diploma compatible.
Name and level of intermediate awards	BSc Construction Studies Diploma of Higher Education Construction Studies Certificate of Higher Education Construction Studies
Awarding body/institution	University of Westminster
Teaching Institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Marylebone Campus
Language of delivery and assessment	English
Mode, length of study and normal starting month	Direct Level 5 entry. Three years part-time, September
QAA subject benchmarking group	Construction Property and Surveying
Professional statutory or regulatory body	Chartered Institute of Building (CIOB) Chartered Association of Building Engineers (CABE)
Date of course validation/revalidation	October 2016
Date of programme specification approval	March 2021
Valid for cohorts	From 2021-22
Course Leader	John Begg
UCAS code and URL	
Westminster course code	BSPOC08A
HECoS code	100151

## Admissions requirements

There are standard minimum [entry requirements](#) for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information.

For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements.

More information can be found here: [westminster.ac.uk/courses/undergraduate/how-to-apply](http://westminster.ac.uk/courses/undergraduate/how-to-apply).

## Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information: [westminster.ac.uk/recognition-of-prior-certified-learning](http://westminster.ac.uk/recognition-of-prior-certified-learning).

## Aims of the course

The BSc Construction Management has been designed to provide students with a comprehensive and professionally oriented higher education experience in Construction Management. Construction Management's primary function is the management and organisation of sustainable construction production over the building project life cycle. Students will enter directly into Level 5.

Construction managers have specialist skills and knowledge relating to the technologies of domestic, industrial and commercial building, construction processes, planning and programming, construction health and safety, project life cycle assessment, people management and leadership, and the business management of construction organisations. Equally Construction Managers need an appreciation of global issues as the UK exports construction services and expertise.

In fulfilling this purpose, the course aims to:

- Provide students with knowledge and understanding of the context, core concepts and theories relevant to Construction Management in the design, creation and maintenance of a sustainable built environment. (Focussing principally on UK construction but including an international perspective)
- 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 Construction Management, which students will be able to apply in an entrepreneurial and creative way in their professional careers.
- Foster an environment in which learning experiences are shared by students on various parallel construction-related courses, promoting good quality communication and the inter-disciplinary 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 to become resilient professional leaders and engaged global citizens.
- Promote social, ethical and environmental awareness.
- Promote a culture of intellectual enquiry such that graduates will recognise the importance of lifelong learning for both personal and professional development.

## What will you be expected to achieve?

Learning outcomes are statements that articulate what successful students will have achieved as the result of learning. These are threshold statements of achievement. The learning outcomes broadly fall into four categories:

- The overall **knowledge and understanding** you will gain from your course (KU).
- **Graduate attributes** are characteristics that you will have developed during the duration of your course (GA).
- **Professional and personal practice learning outcomes** are specific skills that you will be expected to have gained on successful completion of the course (PPP)
- **Key transferable skills** that you will be expected to have gained on successful completion of the course (KTS).

### Level 5 learning outcomes

You will take actions with limited guidance and a reasonable degree of autonomy to achieve personal and/or group outcomes and/or outputs. You will be able to operate in situations of varying complexity and predictability requiring the application of a wide range of techniques and information sources. You will gain a detailed knowledge of well-established theories and concepts. You will be able to demonstrate an awareness of different ideas, contexts and frameworks and recognise those areas where the knowledge base is most/least secure. You will be able to identify, analyse and communicate principles and concepts recognising competing perspectives.

Upon completion of level 5 you will be able to:

- L5.1** Develop a critical and 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. **(KU GA)**
- L5.2** Develop a critical and detailed knowledge of management practice in a construction context, the ethical demands of sustainable development and the implications of design on the wider community. **(KU KTS)**
- L5.3** Develop a critical and detailed knowledge of construction site production management, and the centrality of health and safety in the design, planning and construction of buildings. **(KU KTS)**
- L5.4** 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. **(KU KTS)**
- L5.5** Analyse and evaluate a detailed knowledge of the legal environment within which design and construction takes place, and the legal principles which govern relationships within the construction industry. These include an understanding of personal responsibility in the context of the codes of conduct and ethics of the profession. **(KU GA)**
- L5.6** Analyse and evaluate a detailed knowledge of the concepts, theories and principles underlying the financial management of construction contracts. **(KU)**
- L5.7** Analyse and evaluate a detailed knowledge of macro and micro economic theory as it pertains to the construction industry, and the relationship between the construction industry and the economy. **(KU GA)**
- L5.8** Develop the ability to make and sustain arguments, make judgements and propose solutions based upon complex ideas and concepts in a wide range of formats with a coherent style and structure. **(GA KTS)**
- L5.9** Evaluate effectiveness of own time management and task management maintain flexibility in planning. Identify potential causes of stress and act to minimise their impact. **(GA KTS)**

**L5.10** Examine key elements of problems, investigate problems using a range of methods, and evaluate potential solutions against agreed criteria. **(GA KTS)**

### **Level 6 learning outcomes**

You will take action with a significant degree of autonomy, with minimal supervision or direction within agreed guidelines, taking responsibility for accessing support and accepting accountability for determining and achieving personal and/or group outcomes. You will gain a systematic understanding of the knowledge base and its inter-relationship with other fields of study. You will demonstrate an in depth understanding of some current specialist areas. You will be able to operate in complex and unpredictable contexts, requiring selection and application from a range of largely standard techniques and information sources. You will be able to work with ideas at a level of abstraction, arguing from competing perspectives. You will be able to identify the possibility of new concepts within existing knowledge frameworks and approaches.

Upon completion of level 6 you will be able to:

- L6.1** Develop 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. **(KU KTS)**
- L6.2** Develop a systematic knowledge and understanding of the technology of building defects and the factors affecting building performance. **(KU GA)**
- L6.3** Analyse and evaluate a systematic knowledge and understanding of the philosophy and practice associated with works to existing buildings. **(KU GA)**
- L6.4** Analyse and evaluate a systematic knowledge and understanding of the technological aspects of the building design and production process, structural design, use of performance-based design codes, installation of services and fire safety. **(KU KTS)**
- L6.5** Evaluate management skills, techniques, and cost management systems, procurement strategies and project management techniques. To successfully deliver a project from inception to engagement, whilst meeting the requirements of constraints within the project. **(KU GA)**
- L6.6** Analyse and evaluate a systematic knowledge of the current Health and Safety codes applicable to the construction process with a realisation of the changing nature and development of Health and Safety. **(KU KTS)**
- L6.7** Develop, evaluate, maintain and encourage constructive working relationships within a group. Take on a leadership role and resolve conflict through negotiation. **(GAPPP)**
- L6.8** Develop the ability to make and sustain arguments, make judgements and propose solutions based upon complex ideas and concepts in a wide range of formats with a coherent style and structure. **(GA KTS)**
- L6.9** Evaluate effectiveness of own time management and task management maintain flexibility in planning. Identify potential causes of stress and act to minimise their impact. **(GA KTS)**

### **How will you learn?**

The Education Strategy has been designed to create knowledgeable, adaptable and resourceful learners who are good communicators, capable of finding solutions to problems given to them and to be well prepared for a future career as Construction Managers. Students will be taught in a way that is practical, active, inquiry/problem focused, treating equality, diversity and inclusivity as integral to your education. The course will be taught by full time academics and visiting lecturers, many of whom have considerable high-level industry experience, and professional body memberships, and academics who are involved in research in the built environment alongside their teaching roles. Industry and professional experience and research are brought into our teaching to create a rich and exciting learning environment for students.

Construction Management apprentices will study a number of modules which are common across

our construction courses allowing them to interact with those studying different pathways (BSc Building Control, BSc Building Surveying and Commercial Management, BSc Quantity Surveying and Commercial Management and BSc Architectural Technology). In doing so they will gain knowledge of the work of all the professionals working in the construction industry. Construction Management students will study some modules with Quantity Surveyor and Commercial Management students and apprentices, as there is commonality between these two professions and they often interact with each other in the professional environment. There are also modules which are core and unique to Construction Managers over the course of study.

The teaching and learning is reflective of the practical and technical nature of Construction Management. Students will learn from real life examples, work-based learning, practical sessions such as laboratory work, site inspections, guest speakers from industry and other teaching methods which bring the learning to life to enhance the student experience.

Students are expected to take part in group activities such as problem-based projects, research, presentations, discussions and debate to enhance learning and represent the collaborative nature of the profession students will eventually be part of.

The course will provide personalised learning and flexibility for students with varied methods of teaching on the course taking the form of both face to face and online including lectures, seminars, workshops and one to one sessions. A digital learning environment will be provided, to encourage active engagement, with classrooms configured to promote active learning. Access will be provided to online materials using Blackboard, the University's virtual learning environment. Students are expected to undertake their own study and will be guided and supported to enable them to study effectively.

There is an emphasis throughout the course on problem-based learning and the complexity of these problems will increase at each level of the course thus promoting a proactive learning environment. The aim of this is to promote autonomous learning and greater responsibility to equip apprentices with the appropriate skill set to take up employment within their chosen career path.

Digital technologies are widely used in construction, and influence working practices, decision making and efficiency in all types of project. Students will use technology throughout their studies. Not only will they use standard software packages to produce assessments (such as Microsoft Word, Excel and PowerPoint), but also learn about industry standard software used for specific purposes such as Microsoft Project, BCIS and Bluebeam. Apprentices will also learn about where and how to find credible sources of information, such as online from websites, databases and other good quality resources.

### **How will you be assessed?**

The course offers a variety of assessment to students which aim to allow students to demonstrate their understanding and interpretation of core learning material and develop their intellectual ability within the context of an assessment. There will be formative assessment in all modules, which provides feedback to students as to whether they need to modify their approach to improve their performance. The function of formative assessment is to give feedback on your progress throughout the module.

A number of modules will have assessment based upon an integrative project that is core at each level of the course. These assessments allow the modules to be contextualised within the full range of learning at each level. The integrated project provides synoptic assessment and synoptic learning. The synoptic assessments are identified in the module descriptors and module handbooks.

The themes of the integrated projects are:

- Level 5 Industrial & Commercial Construction
- Level 6 Maintenance & Refurbishment

A variety of assessment methods are used. Some modules are assessed through a combination of examination and coursework and others by coursework only.

**Examinations, Open and Closed Book:** These will comprise tasks based on a problem or argument which requires knowledge of the subject and the reference material as appropriate. This is in line with the overarching assessment strategy. These can be written, multiple choice or combination of both.

**Online timed assessments:** Online open book, time restrained assessments completed outside the classroom.

**Essays:** These will be discrete elements of assessment based on a problem or scenario relating to the built environment, technology or design. These will require investigation and research into a specific area and the formulation of an objective conclusion, which is supported by appropriate referencing.

**Projects:** These will be based on a scenario that relates directly to a construction related situation and will require an objective solution to the problem that has been set.

**Presentations:** These will be in the form of a group presentation or on an individual basis that address concepts of a particular scenario. These will also include a question and answer element.

**Portfolios:** Some assessments are based upon the production of a number of individual elements of work which collectively develop a solution to a particular problem or situation. The portfolios will include some or all of the following: artefacts, models, drawings or posters.

**Debates:** Group debates will be conducted around a particular topic or subject area. A proposition will be offered and defended within the group context.

**In-Class Tests:** These will comprise tasks based on a problem or argument which requires knowledge of the subject and the reference material as appropriate. This is in line with the overarching assessment strategy. These can be written, multiple choice or combination of both.

**Reflective journals:** Journals in which apprentices document their experiences and reflect on these, used especially for Work Based Learning.

The programme has been designed to combine a number of modules to produce an integrated assignment across each level of the programme. The assessment for the integrated assignment will be embedded in each individual module that forms a part of the overarching integrated assignment. This is known as **synoptic learning** and has been designed to contextualise module learning across each level.

The central aim of the teaching and learning strategy is to promote the development and delivery of a sustainable built environment to meet the needs of clients both nationally and internationally. The principles of construction technology, professional practice, ethics, health and safety and CDM are fundamental to the delivery of the built environment and are covered at each level in the programme.

The use of digital practice is increasing in construction and will affect working practices, decision making and efficiency in project delivery. Digital practice is covered throughout the course to equip the students with the appropriate skill set to meet the new challenges in the construction industry.

## **Equality, diversity and inclusivity**

The curriculum will be inclusive, accessible and promote decolonisation and diversification through using multiple case studies from across the globe, highlighting the importance of Construction Management and the challenges faced in working across different sectors, industries, and cultures. Equality, diversity and inclusion of students is central to the learning and teaching on this course, encouraging all students to engage and fulfil their potential. In line with QAA guidance and the University's commitment to equality and diversity, the course has adopted an inclusivity strategy with the objective of removing arbitrary and unnecessary barriers to learning, facilitating a learning experience accessible for all. This is irrespective of the group or groups to which they belong, raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. Through this, all students will feel like they belong, and have the opportunity to engage, not made to feel isolated. Access to learning opportunities will be provided to disabled and non-disabled students through inclusive design, with reasonable individual adjustments being provided wherever necessary

## **Employment and further study opportunities**

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

The BSc Construction Management aims to create graduates who meet the needs of employers. Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The course develops a wide range of employability skills. These are contextualised through an understanding of the construction process, the specification of building work and the identification and correction of faults in existing buildings. The integrated approach that the course offers provides a broad knowledge and understanding of other disciplines within the built environment. In practice you will be engaged with other disciplines to deliver a project and these theories and principles are embedded in this course. These employability skills are defined in the principles of graduate attributes.

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.

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

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 Construction, or more generic areas such as Project Management.

The principles of Graduate Attributes are interwoven throughout the course in both course content and delivery. The way in which Graduate Attributes are incorporated in the programme is as follows:

- **Global in outlook and engaged in communities**
  - Provides students with knowledge and understanding of the context, core concepts and theories relevant to Construction in the design, creation and maintenance of a sustainable built environment. (Focusing principally on UK construction but including an international perspective)
  - Promotes a culture of intellectual enquiry such that graduates will recognise the importance of lifelong learning for both personal and professional development to become resilient professional leaders and engaged global citizens.
- **Literate and effective communicator**
  - Develops transferable skills which students will be able to apply both within an academic context and in their professional careers.
- **Entrepreneurial**
  - Develops cognitive skills which students will be able to apply in reaching professional judgements, solving problems and making decisions.
  - Develops practical and technical skills relevant to construction, which students will be able to apply in an entrepreneurial and creative way in their professional careers.
- **Social, ethically and environmentally aware**
  - Fosters an environment in which learning experiences are shared by students on various parallel construction-related courses thereby promoting good effective communication and the inter-disciplinary nature of the construction industry.
- **Critical and creative thinkers**
  - Encourages 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.

## Course structure

This section shows the core and option modules available as part of the course and their credit value. Course structures can be subject to change each academic year following feedback from a variety of sources.

## Degree Apprenticeship Pathway

Degree Apprentice Undergraduate students study patterns are as follows:

- Year 1: 80 credits at Level 5
- Year 2: 40 credits at Level 5 and 40 Credits at Level 6
- Year 3: 80 credits at Level 6

<b>Credit Level 5 Degree Apprenticeship Year 1 Total Credits 80</b>				
<b>Module code</b>	<b>Module title</b>	<b>Status</b>	<b>UK credit</b>	<b>ECTS</b>
5CNMN004W	Construction Engineering Technology	Core	20	10
5CNMN005W	Environmental Science and Services	Core	20	10
5PJMN002W	Project and Commercial Management (Management 5)	Core	20	10
5BUIL003W	Structural Principles (Technology 4)	Core	20	10

<b>Credit Level 5 Degree Apprenticeship Year 2 Credits 40</b>				
<b>Credit Level 6 Degree Apprenticeship Year 2 Credits 40</b>				
<b>Total Credits 80</b>				
<b>Module code</b>	<b>Module title</b>	<b>Status</b>	<b>UK credit</b>	<b>ECTS</b>
5PJMN001W	Project Procurement, Management and Law (Management 3)	Core	20	10
5CNMN001W	Construction Project Based Learning (Management 4)	Core	20	10
6PJMN005W	Contract Administration and Practice (Management 11)	Core	20	10
6CNMN002W	Construction Technology & Innovation (Technology 6)	Core	20	10
<b>Award of Diploma of Higher Education or Foundation Degree available</b>				

<b>Credit Level 6 Degree Apprenticeship Year 3 Total Credits 80</b>				
<b>Module code</b>	<b>Module title</b>	<b>Status</b>	<b>UK credit</b>	<b>ECTS</b>
6CNMN001W	Professional Practice (Management 7)	Core	20	10
6PJMN003W	Project Management (Management 9)	Core	20	10
6CNMN002W	Construction Management (Management 8)	Core	20	10
6CNMN003W	Current Issues in the Built Environment	Core	20	10
<b>Award BSc Honours available</b>				

## Professional Body Accreditation or other external references

The BSc (Hons) Construction Management course is accredited by the Chartered Institute of Building (CIOB) and the Chartered Association of Building Engineers (CABE). Accreditation can be helpful to graduates in securing employment, as many employers require their staff to be professionally qualified.

## Academic regulations

The current Handbook of Academic Regulations is available at: [westminster.ac.uk/academic-regulations](http://westminster.ac.uk/academic-regulations)

## How will you be supported in your studies?

### Course Management

The BSc (Hons) Construction Management course is one of three pathways in the Construction Studies Programme, which is managed by a Programme Leader. Additionally, there is a course leader specifically for the Construction Management pathway. The Construction Studies Programme is located within the Westminster Business School, School of Applied Management.

**Ian Cannings** ([i.cannings@westminster.ac.uk](mailto:i.cannings@westminster.ac.uk)) is the Programme Leader for the Undergraduate Construction Studies Programme

**Jane Wright** ([wrightj@westminster.ac.uk](mailto:wrightj@westminster.ac.uk)) is the Head of the School of Applied Management and holds responsibility for all courses in the School.

### Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at [westminster.ac.uk/blackboard](http://westminster.ac.uk/blackboard).

### Learning Support

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at: [westminster.ac.uk/academic-learning-development](http://westminster.ac.uk/academic-learning-development).

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

### Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at [westminster.ac.uk/student-advice](http://westminster.ac.uk/student-advice). The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at [westminster.ac.uk/students-union](http://westminster.ac.uk/students-union).

## How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel in 2016. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the College 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 evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

### **How do we act on student feedback?**

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.
- All students are invited to complete a questionnaire before 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.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

**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 Course 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.

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