Programme Specification
BSc (Hons) Construction Management

Date of Publication to Students: September 2012

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at http://moodle.bcu.ac.uk/tid/, (2) in the Module Specifications and (3) in the Student Guide.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Institution / Body:	**Birmingham City University**
Teaching Institution:	**Birmingham City University**
Interim Awards and Final Award:	**Certificate in HE** (only on successful completion of all Level 4 modules and not continuing into Level 5) **Diploma in HE** (only on successful completion of all Level 4 and Level 5 modules and not continuing into Level 6) **BSc (Hons)**
Programme Title:	**Construction Management**
Main fields of Study:	**Management, Construction Technology and Law**
Modes of Study:	**Full time/ Part time/ Sandwich**
Language of Study:	**English**
UCAS Code:	K420
JACS Code:	K400

Professional Status of the programme (if applicable):

The programme is accredited by The Chartered Institute of Building (2006)
Allowing students to progress through their studies as student members with Associate membership being awarded on successful completion of the course.

Full chartered status can be obtained by further submission of a Full Membership Report and successful interview.

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

The subject benchmark statement is referenced from the QAA bench marking group for construction, property and surveying that was published in 2008; requests for comment were sent by QAA to the principal professional bodies and the Centre for Education in the Built Environment (CEBE), the Higher Education Academy Subject Centre
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Programme philosophy and aims.

The BCU Construction Management degree course prepares students for an exciting and challenging career in the construction industry. By working with our industrial partners and through a rigorous and coherent curriculum focusing on problem-solving, this course aims at developing students' intellectual and practical competence required by the professional bodies such as CIOB and RICS. After completing this course, the students should have a broad range of knowledge of the legal, technical, managerial, economic, social and environmental aspects of construction projects, and can confidently manage both building and civil engineering projects.

With our strong links with the industry we support students by applying their learning to problem-based scenarios. Students are helped to develop competencies and skills that are transferrable to the full range of international and national construction workplace environments.

The programme aims to provide learners with:

- A curriculum that encourages students to seek solutions through problem based learning
- A recognition of the needs of the wider development community
- An understanding of costing and pricing techniques in accordance with a standard method of measurement
- Knowledge of operational management, resource management and the construction process
- Knowledge of construction technology and innovation
- The ability to synthesize complex information and communicate effectively
- An understanding of construction law and procurement
- Knowledge and ability to work in teams and lead teams including the aptitude to work independently
- An understanding of the wider context of strategic management and the impact of the political and economic climate
- A qualification accredited by the relevant professional bodies
- Knowledge of all the roles in the industry and understanding the importance of being a reflective manager
- Understanding organisational management in construction companies, business processes, accounting and keeping the company operating, developing negotiation and mediation skills

Intended learning outcomes and the means by which they are achieved and demonstrated:

Learning Outcomes

Knowledge and Understanding

KU1. Construction technology, services and innovation relating to a wide range of building and civil engineering projects with appropriate regard to health and safety and environmental responsibility;
KU2. Time, cost and quality implications associated with varying forms of construction and project procurement;
KU3. Manage, procure, plan and organise complex construction projects from an operational perspective and apply problem solving skills, including quantitative and qualitative analysis and business acumen from a project management perspective;
KU4. The legal framework within which the construction industry operates, including legislation, common law and the influences of European law and directives with particular emphasis on contract and tort;
KU5. The influences of a global economy on the financial and economic aspects of the UK construction industry;
KU6. Business operations and processes including accounting, team based working and group dynamics, appropriate to the construction management profession;
KU7. Information technology including use of word processing, spreadsheet, databases, CAD and industry specific software.

Intellectual Skills

IS1. Analyse, critically evaluate and produce a sophisticated synthesis of management, technical and legal principles and concepts;
IS2. Use proficiently information and materials from a variety of sources;
IS3. Transfer learning study skills to new fields of the programme discipline;
IS4. Apply management, technical and legal skills and knowledge, theories and concepts to a diverse range of practical issues and problems;
IS5. Make critical judgements about the merits of differing approaches to problem solving;
IS6. Expose the strengths and weaknesses of management, technical and legal solutions make and present a reasoned choice between them and offer alternatives.

3. Practical Skills

PS1. Act independently in constructing own learning models, plan and undertake tasks including working to deadlines, and accept accountability for own learning decisions;
PS2. Reflect on and appraise learning needs and adopt appropriate learning strategies;
PS3. Identify accurately and proficiently the issues which require research;
PS4. Apply effectively appropriate methodologies to a major active learning project, using primary and secondary, paper and electronic sources;
PS5. Collect relevant information, assimilate knowledge, marshal a coherent and rational argument, and relate theory and practice;
PS6. Undertake, with guidance, speculation and exploration, seeking and making use of feedback;
PS7. Draw independent conclusions based on a rigorous, analytical and critical assessment of argument, opinion and data.

4. Transferable/Key Skills

TS1. Make effective oral and written presentations which are coherent and comprehensible to others;
TS2. Work with, and relate effectively to, others;
TS3. Manage time and prioritise workloads;
TS4. Access and make appropriate use of relevant numerical and statistical information;
TS5. Make effective use of relevant information technology, including social media, CAD, Revit, BIM, data management systems and other electronic information retrieval systems;
TS6. Understand career opportunities and begin to plan a career path;
TS7. Show confidence and self-awareness, reflect on own learning, be self-reliant and constructively self-critical

Learning teaching, and assessment methods used

1. Knowledge and Understanding

Knowledge and understanding are acquired through formal lectures, student-led seminars, tutor-led seminars and other directed independent learning activities at all stages.

Knowledge is assessed, formatively and summatively, by a number of methods including seminars, coursework, examinations (seen and unseen, open and closed book) and project work.

Assessment criteria are published widely. Minimum standards of referencing and presentation are specified.

2. Intellectual Skills

A range of real and theoretical case studies and problem-based learning scenarios are used across many subject areas.

Assessment includes individual and group presentations (oral and written), seminars, coursework and examinations (seen and unseen, open and closed book)

3. Practical Skills

The acquisition of research skills is central to the learning strategy of the programme. Initiative and independence are fostered throughout, and develop incrementally as the course progresses. Emphasis is placed on guided, self-directed and student-centred learning, with increasing independence of approach, thought and process.

Learners are encouraged to plan their own work schedules and are required to meet strict deadlines. Learners undertake an Honours Research Project (four options).

4. Transferable/Key Skills

Transferable/core competencies are core to the learning strategy of the programme. They are pervasive, and are incorporated into modules and assessments as appropriate, e.g. team-working skills are fostered via seminars and other group-work.

The use of information technology is implicit and supported throughout the course, and is

compulsory for some aspects of assessment.

Assessment methods include group-work, presentations, coursework, Honours Research Project and examinations (seen and unseen, open and closed-book)

Students are involved in the development of their own skills and in the assessment of others through critical evaluation of programmes, projects and presentations.

Skills in time management/working to deadlines are developed through project work/ coursework submission requirements

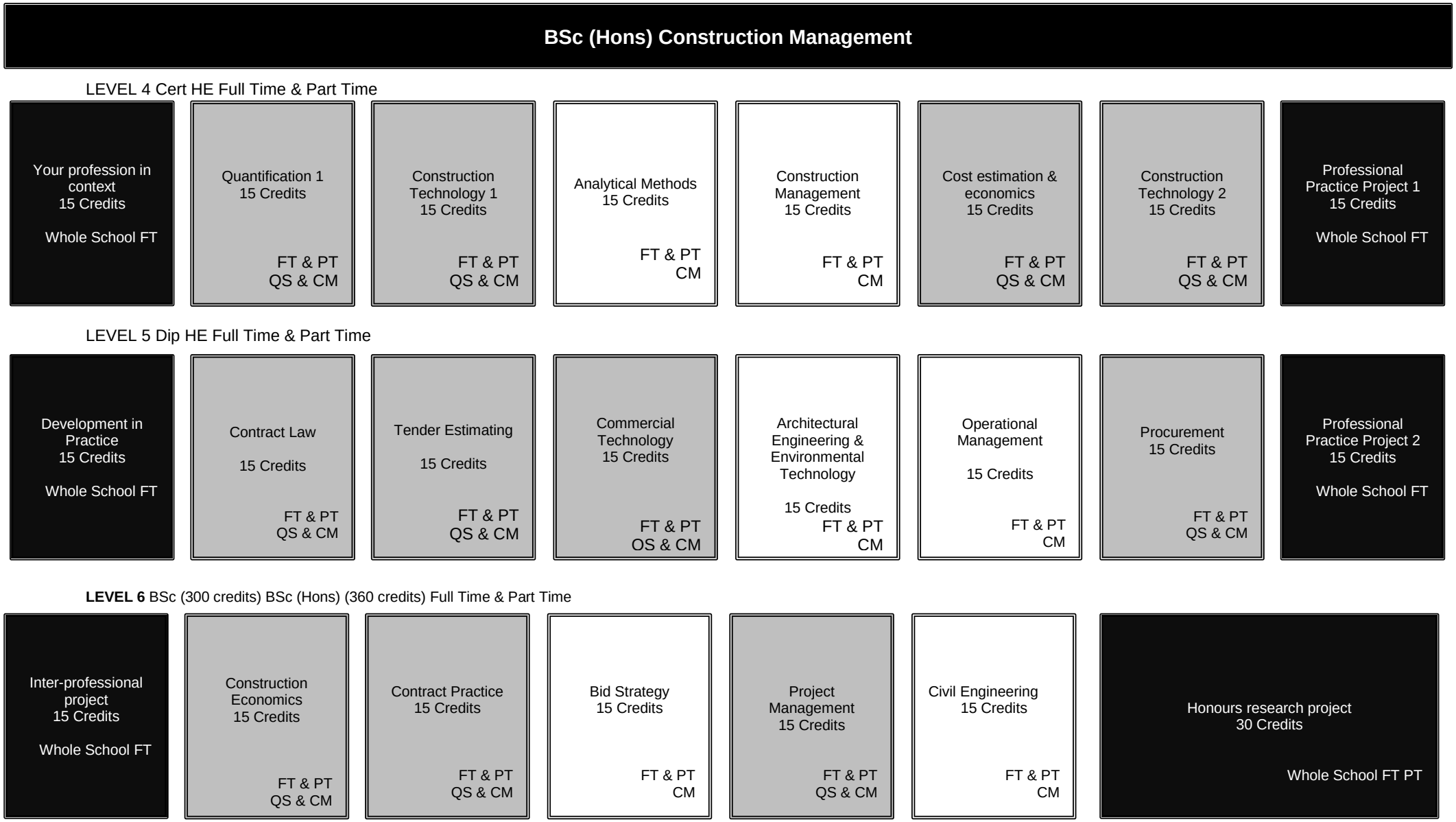
Programme structure and requirements, levels, modules, credits and awards

The BSc (Hons) programme is normally available on a full and part-time study basis. Students may, in certain circumstances, move between full and part-time modes of attendance The course is divided into study units called modules, and these are either double (30 credits) or single (15 credits). Students complete 120 credits at each of Level 4, Level 5 and Level 6. Each 15 credit module represents150 hours of student learning and assessment. Students follow a scheme of compulsory study with a choice of Honours Research Project (options, and choice of topic).

The structure of the course, the modules, levels and credit ratings, and the awards which can be gained are shown below.

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

The structure of the course, the modules, levels and credit values, and the awards which can be gained are shown in the diagram below



Support for L earning including Personal Development Planning (PDP)

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to those needs:

- An initial induction programme dealing with orientation and the dissemination of essential information including a programme of study skills, library use, essay-writing, problem-solving and information technology;
- Extra sessions on revision and examination techniques for those needing additional support;
- A University Student Course Guide, containing information relating to the University, Birmingham School of the Built Environment, the course and the modules;
- A Module Document containing details of content, programme and assessment for each module studied
- Options guidance session on the choice of Honours Research Project;
- Access to administrative staff and to academic staff, including the Year Tutors, Course Director, Undergraduate Programme Director and Head of School, at reasonable times;
- A Year Tutor to advise on pastoral and academic issues, and to offer support and;
- Access to University resources, including the Learning Resources Centres, and a range of supported IT equipment;
- Access to the services of the Liaison Librarian team;
- A programme of careers advice;
- Assistance and support for learning skills from specialist University staff;
- Access to the University's Student Services, including those offered by the careers service, financial advisers, medical centre, disability service, crèche, counselling service and chaplaincy.

Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

Committees:

- Board of Studies
- Examination Board
- Faculty Academic Standards and Quality Enhancement Committee
- Learning and Teaching Committee
- Student Experience Committee
- Faculty Board
- Senate

Mechanisms for review and evaluation:

- Individual module evaluation by students, staff and, where appropriate, other stakeholders
- Annual review of modules by module leaders and teaching staff
- Annual course evaluation reports and action plans
- Peer observation of teaching
- Individual performance reviews for staff
- External examiners' comments and formal reports
- Student representatives' feedback to Boards of Studies
- Consideration of the minutes of Boards of Studies by Student Experience Committee
- National Student Survey
- University Student Experience Survey
- Annual Course Development staff 'away-day' event
- Regular review by CIOB for professional accreditation purposes
- University programme review and re-approval process