UNIVERSITY COLLEGE
OF ESTATE MANAGEMENT

Construction Site Management (Degree) Apprenticeship

Programme Specification 2021-2022

Version: 3.00

Status: Final

Date: 25/08/2021

Programme Overview

Rationale

This programme is UCEM's offer for students who have suitable employment circumstances and wish to complete the Construction Site Management (Degree) Apprenticeship (opens new window) that is approved by government for delivery in England.

Typical job titles for those completing the programme can include: Construction Site Manager, Assistant Construction Site Manager, Site Manager, Sub Agent, Assistant Site Manager or Construction Planner. They are associated with the management of building construction projects and are based on sites or in offices.

This programme includes the knowledge, skills and behaviours and qualifications, typically required to achieve full member or chartered status with the industry's recognised professional bodies. However, in order to achieve full member or chartered status with a professional body, students completing the programme will also need to meet any additional requirements set out by the selected professional body as part of their membership application processes at the time. The final assessment process for this programme will provide students with experience of the type of review process typically required for professional registration.

Programme Aims

The programme provides students with the knowledge, skills, behaviours and support to successfully complete the Construction Site Management (Degree) Apprenticeship. As part of the programme students will gain a rigorous understanding of the principles, practices and ethics in a world-wide context involved in construction management up to first degree level standard.

The programme includes an accredited BSc (Hons) Construction Management degree that meets the academic requirements for full member or chartered status with the industry's recognised professional bodies including CIOB, RICS, CABE, ICES and HKICM.

The programme is designed to ensure that those that successfully meet the programme requirements have a stimulating and challenging education, which prepares them for their professional career, and produces capable individuals with the potential to progress to professional status and to advance in their careers. Students will develop a broad range of knowledge, skills, behaviours which are transferable across other industries.

Entry Requirements

All entrants to this programme must be in suitable employment.

Students are required to be 18 years or over at the start of their programme.

Entrants to this programme normally are required to have:

- Completed the Level 4 Construction Technician Standard.

  Or

- HNC in Construction or Construction Management or Construction and the Built Environment or other qualification that is accepted by UCEM as providing a 120-credit exemption against the UCEM BSc (Hons) Construction Management.

  Or

- HND or FdSc in Construction or Construction Management or Construction and the Built Environment or other qualification that is accepted by UCEM as providing a 200-credit exemption against the UCEM BSc (Hons) Construction Management.
- *And* GCSE Grade 4 (or C) or above in English and Mathematics or accepted current or prior equivalent maths and English qualifications (open in PDF).*

* Applicants for the apprenticeship programme that do not have accepted equivalent Level 2 maths and English can instead demonstrate maths and English skills at Level 1 or above via initial and diagnostic assessments. These applicants will also be required to achieve Level 2 maths and English Functional Skills qualifications as part of the apprenticeship. If applicants do not quality for ESFA funding, these qualifications will need to be fully funded by the employer.

If an applicant does not meet the standard entry requirements, including where an applicant has achieved relevant credit through prior study but did not achieve the full award, UCEM will consider the application on an individual basis. In these cases, the application will be assessed by the Programme Leader, who will give careful consideration to any professional and life experiences as well as any academic or vocational qualifications the applicant may hold. The applicant may be asked to provide a detailed personal statement and/or a reference or letter of support from an employer or mentor to support the application.

Applications are assessed in accordance with the UCEM Code of Practice: Admissions and Recognition of Prior Learning (opens new window).

Transfer from UCEM's BSc (Hons) Construction Management programme

Students completing a BSc (Hons) Construction Management degree or other cognate undergraduate degree may transfer into the programme with exemption providing that they have not completed any level 6 modules. Transfer in is not limited to students studying with UCEM, however, applicants seeking to transfer in from other institutions will be required to provide a transcript of modules completed to-date. This will be used to determine what exemption can be given.

Recognition of prior learning (RPL) or recognition of prior experiential learning (RPEL) routes into the programme

UCEM policy and procedures for Recognition of Prior Experiential Learning (RPEL) and Recognition of Prior Learning (RPL) are set out in the UCEM Code of Practice: Admissions and Recognition of Prior Learning (opens new window). This policy statement takes precedence in any such decision.

RPEL may be used to support an application for entry onto the programme in accordance with the entry requirements stated in the section above. UCEM also recognises credit awarded by higher education degree awarding bodies in accordance with the relevant higher education qualifications framework and allows that credit to count towards module exemption from an undergraduate programme.

Normally the maximum credit for prior learning that can be counted towards the programme is 66% (two thirds). RPEL and RPL do not enable the transfer of credit/exemption from classification modules.

Apprenticeship Programme Structure

The Education and Skills Funding Agency defines an apprenticeship as:

> *'a genuine job with an accompanying skills development programme. Through their apprenticeship, apprentices gain the technical knowledge, practical*

experience and wider skills they need for their immediate job and future career. The apprentice gains this through a wide mix of learning in the workplace, formal *off-the-job training and the opportunity to practise new skills in a real work environment.'*

At the core of any apprenticeship there must be a real job with real work activity that relates to the occupation and enables the development of the required knowledge, skills and behaviours. Without this an apprenticeship will not have a positive outcome. As shown in Figure 1, approximately 75% of an apprenticeship is allocated to workplace training and development. A minimum of 20% is allocated to off-the-job training and on-programme assessment.

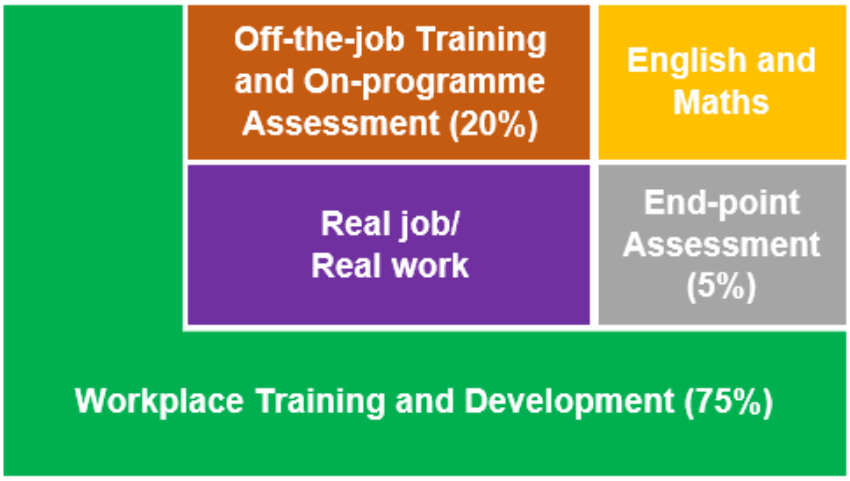

Figure 1 Key components of an apprenticeship

All degree apprenticeships require maths and English qualifications at Level 2. In most cases, these qualifications will have been achieved through prior study. Where this is not the case, Level 2 Functional Skills qualifications must be achieved as part of the programme.

The programme has three key phases:

- On-programme training and assessment (off-the-job and workplace);
- Gateway progression;
- End-point assessment.

The phases and key elements of each phase are shown in Figure 2.

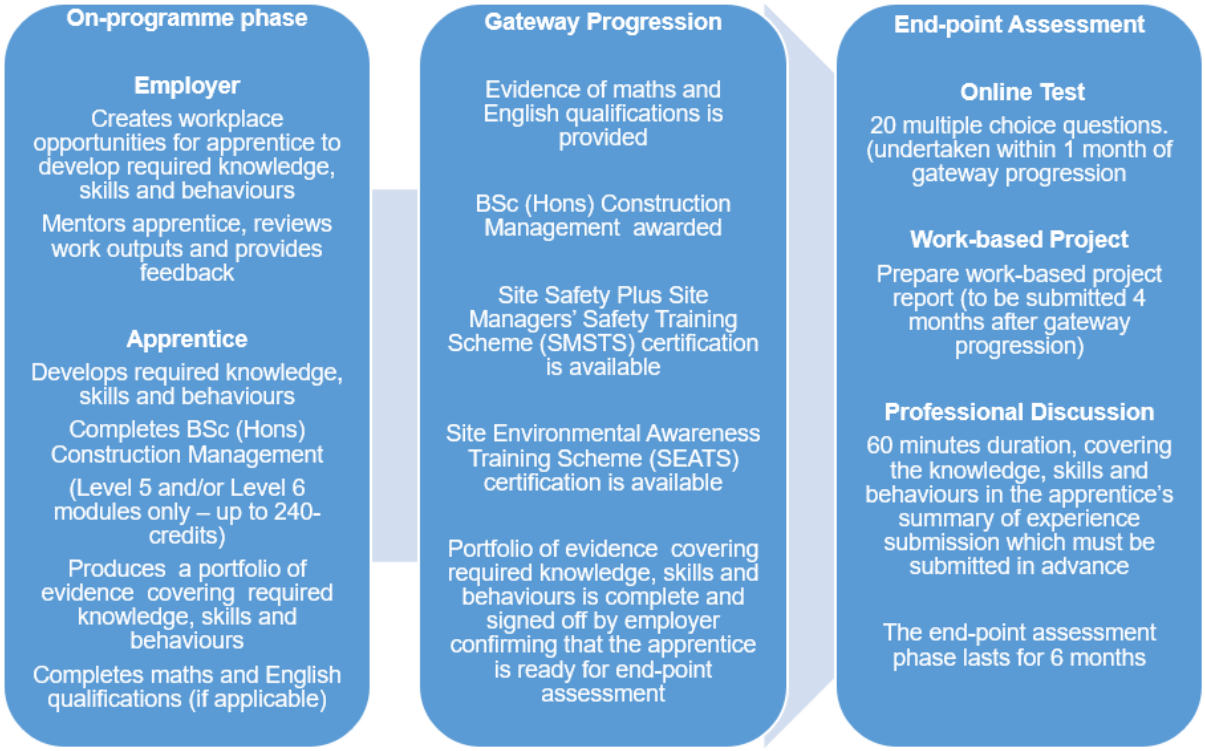

Figure 2 Programme phases with key elements

Students joining the programme will have already completed some relevant academic study and will typically join the programme with either a 120- or 200-credit exemption in relation to the BSc (Hons) Construction Management component (see the section on the BSc (Hons) component later in this specification for more information).

Figure 2 shows the elements that need to be completed before gateway progression this includes Site Safety Plus Site Managers' Safety Training Scheme (SMSTS) and Site Environmental Awareness Training Scheme (SEATS) certification.

Figure 3 shows the key delivery activities and timeline for students joining the programme with a 120-credit exemption.

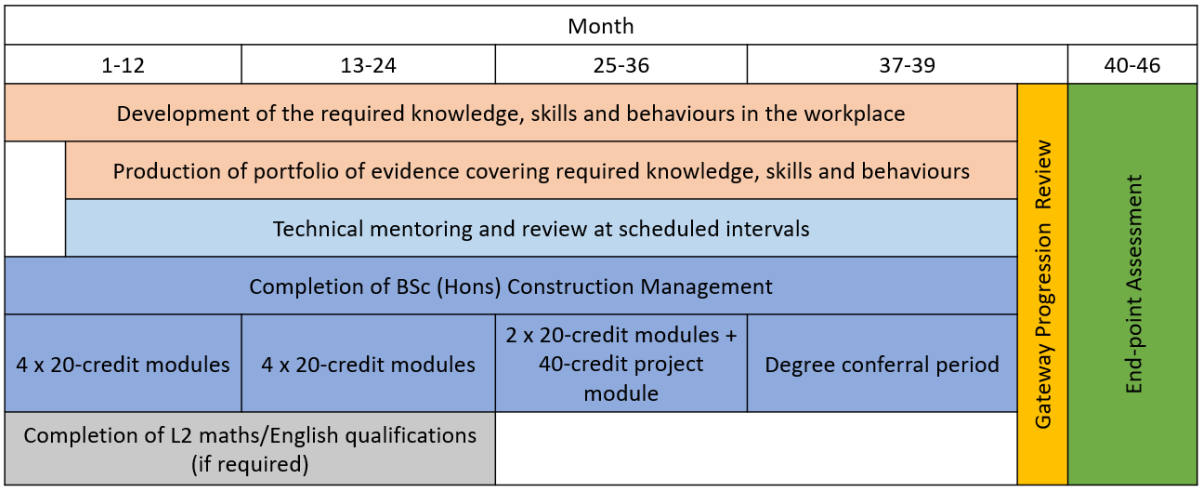

Figure 3 Key elements and planned programme duration for apprentices joining the programme with a 120-credit exemption

Figure 4 shows the key delivery activities and timeline for students joining the programme with a 200-credit exemption.

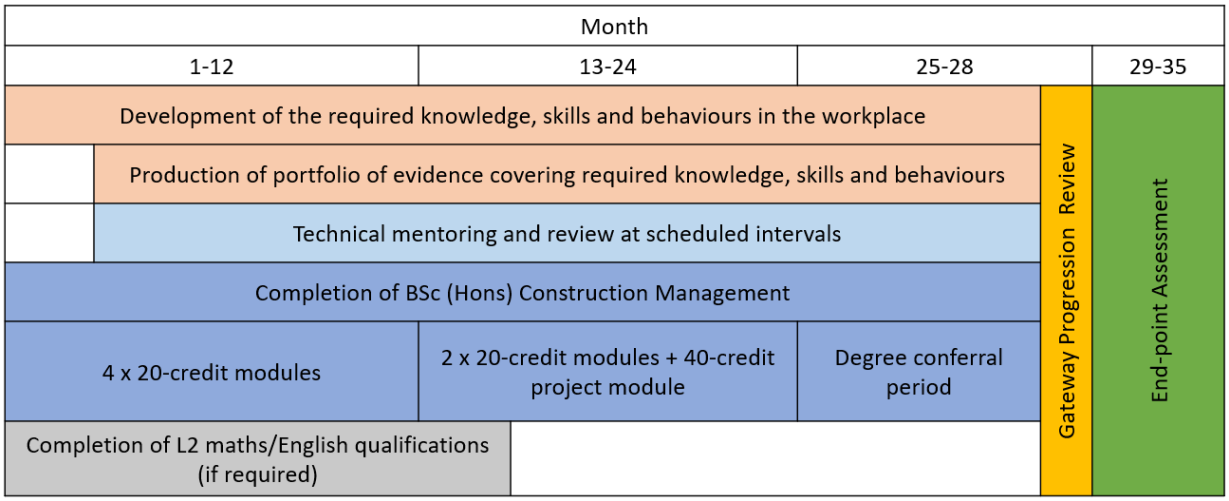

Figure 4 Key elements and planned programme duration for apprentices joining the programme with a 200-credit exemption

Workplace training and development

Workplace training and development is the largest element of the programme and is primarily focused upon supporting the learner to develop the required **skills** and **behaviours** Workplace training and development must also allow the application and further development of knowledge gained through the off-the-job training.

Workplace training must be planned (rather than accidental) and the employer is required to allocate each apprentice a workplace mentor/supervisor. The workplace mentor/supervisor is required to meet with the apprentice at regular intervals, preferably monthly, to plan their training and development and review their progress. The workplace mentor/supervisor is required to contribute to the scheduled progress review that are facilitated by UCEM.

It is preferable that where practicable, workplace training and development activity is aligned with off-the-job training activity. This affords the student the best opportunity to apply and extend the knowledge that they develop through the off-the-job training

Off-the-job training and related on-programme assessment

Off-the-job training and related on-programme assessment is primarily focussed on the achievement of the required number of credits of the BSc (Hons) Construction Management degree. As stated above, applicants will join the programme with either a 120- or 200-credit exemption.

The delivery of the BSc modules is through fully supported online study via the UCEM Virtual Learning Environment (VLE). This includes tutor support, access to UCEM's e-library, webinars and forums. Except for the work-based project module, apprentices complete their BSc studies with non-apprenticeship students. This delivery model provides apprentices with access to a wider student community. This typically enhances their personal development.

Technical Coaching/Review Sessions

A further element of off-the-job training is technical coaching and review. Each student is allocated a Technical Coach/Reviewer. The Technical Coach/Reviewer role is focussed upon guiding and supporting allocated apprentices (and where relevant their employers) in order that they can successfully meet the requirements of the portfolio of evidence and be able to progress to end-point assessment. The allocated Technical Coach/Reviewer inducts each apprentice and their workplace mentor into the requirements of the portfolio of evidence and end-point assessment. This induction typically takes place between week 8 and week 12 of the programme. Thereafter, up to 10 technical coaching/review sessions are provided through to the end-point assessment gateway point. As the student nears the end-point assessment gateway, the focus of each session moves from the portfolio of evidence to preparation for end-point assessment.

End-point assessment

The end-point assessment (EPA) is the final component of the programme. The requirements of the EPA are set out in the Construction Site Management (Degree) Apprenticeship End-point Assessment Plan (opens new window). The EPA must be undertaken by a third-party approved end-point assessment organisation (EPAO). UCEM has no influence regarding how the EPA is undertaken. However, UCEM works closely with relevant EPAOs to ensure that students are fully supported to prepare for the EPA.

Market and internationalisation

As an English apprenticeship programme, this programme is only available to students who have the right to work in England, meet Education and Skill Funding Agency residency status requirements, are in suitable employment and spend at least 50% of their working hours in England.

Typically, students will be employed by construction sector employers; however, there is no restriction on which sector the employer operates in providing that the student will have access to relevant workplace training and development opportunities to be able to successfully complete the programme.

The BSc (Hons) component of the programme is accredited by CIOB, RICS, CABE and HKICM. This provides for international recognition.

Support

Workplace Mentoring

All students must be allocated a suitable individual to act as a workplace mentor. Workplace mentors should be:

- employed by the same organisation as the apprentice (ideally) at a more senior level;
- occupationally construction site management; and
- up to date with construction site management trends and practices.

The responsibilities of a workplace mentor are typically as follows:

- identify and enable access to suitable workplace learning and development opportunities to ensure that the student can develop the required knowledge, skills and behaviours;
- review the student's work outputs in relation to the required knowledge, skills and behaviours, provide encouragement and constructive feedback on their performance;
- ensure that the student complies with organisational policies and guidelines;
- liaise with the student's Apprenticeship Outcomes officer to discuss and confirm your progress.

The student and their workplace mentor should meet at least quarterly and preferably monthly on a one-to-one basis to review your progress and development needs. Records of these meetings must be kept and made available to UCEM

BSc (Hons) component

All students are expected to complete the non-credit bearing BSc induction module before the programme commences.

The purpose of the induction module is to:

- begin to prepare the student for studying with UCEM;
- enable UCEM to identify further ways in which the Institution may be able to facilitate and support the student as they progress through their learning journey.

There are a variety of resources which will help the student to get started. These include tutorials regarding how to use the VLE, the UCEM e-Library and information regarding how to join a webinar. All of this information is key to having a successful start to supported online learning with UCEM.

There is a 'Writing in Your Own Words' e-learning resource and associated quiz. This resource aims to provide the student with relevant examples of referencing, and a clear understanding of what plagiarism is and how to avoid it.

Additionally, the 'Readiness for Learning' questionnaire, prompts the student to consider the practicalities surrounding their studies.

This element of the Induction module is designed to provide feedback to the Institution in order to identify further ways in which UCEM may be able to facilitate and support the student as they progress. Further information relating to study skills support is also included.

The BSc (Hons) component is taught via UCEM's Virtual Learning Environment (VLE) and academic facilitation and support is provided online giving students access to UCEM Tutors and other students worldwide.

The Learning & Teaching Team will guide and support students' learning. Furthermore, all students who do not engage with initial assessment or the VLE will receive additional support from the Programme Team. Other UCEM administrative teams provide support for assessments and technical issues including ICT. UCEM's 'Student Central' portal provides the main point of contact for students for these teams throughout the duration of their programme.

Each BSc (Hons) programme has a Programme Leader, as well as Module Leaders, Module Tutors to support the students throughout their time with the Programme.

Apprenticeship Outcomes Officer

Each student is allocated an Apprenticeship Outcomes Officer (AOO). The AOO is the key point of contact for each apprentice and their employer. The AOOs duties include, but are not limited to:

- monitoring and overseeing the progress of each allocated apprentice including undertaking of scheduled progress reviews;
- providing information, advice and guidance to each allocated apprentice to support their personal and career progression and completion of their apprenticeship;
- providing information, advice and guidance to each allocated apprentice's employer to support, where possible, the coordination of workplace and off-the-job training;
- monitoring and overseeing the safety and wellbeing of each allocated apprentice;
- provision of, or arrangement of pastoral care for each allocated apprentice in relation to personal needs or problems.

Technical Coach/Reviewer

Each student is allocated a Technical Coach/Reviewer. The Technical Coach/Reviewer role is focussed upon guiding and supporting the student (and where relevant their employers) in order that they can successfully meet the requirements of the portfolio of evidence and be able to progress to end-point assessment. The Technical Coach/Reviewer's duties include, but are not limited to:

- induct the apprentice regarding the portfolio of evidence of knowledge, skills and behaviours requirements and how the portfolio relates to end-point assessment;
- coach and support the apprentice to meet the requirements of the portfolio of evidence, to include signposting to relevant resources;
- undertake scheduled coaching/review sessions with each allocated apprentice to support the apprentice's personal development and the completion of the portfolio of evidence and, in the later stages, preparation for end-point assessment;
- liaise with each allocated apprentice's workplace mentor and/or employer as appropriate to aid their understanding of the requirements of the portfolio of evidence and the end-point assessment; and
- liaise with other UCEM teams as appropriate in relation apprentice progression and health, safety and welfare.

Apprenticeship Support Tutors

Apprenticeship Support Tutors provide students with non-technical academic study support which could include:

- Harvard Referencing;
- Spelling, punctuation and grammar;
- Maths skills;
- E-library use;
- Structuring assignments;
- Time management;
- Revision techniques.

Additional Needs Support

Additional Needs support in relation to learning difficulties, health conditions and/or disabilities is provided via UCEM's dedicated Disability and Wellbeing Team.

Availability

UCEM staff are accessible during normal UK working hours, during which they also monitor the 24/7 forums asynchronously and provide encouragement, assistance and necessary tutor and student feedback services.

Access to the UCEM e-Library is on a 24/7 basis and UCEM has a full-time librarian during normal UK working hours.

Career Prospects

There are a range of options that apprentices may pursue after completing this programme:

- **Professional registration** – the programme includes the knowledge, skills and behaviours typically required to achieve full member or chartered status with the industry's recognised professional bodies. The final assessment process for this Apprenticeship will typically be partly representative of the review process required for professional registration.
- **Senior Leader Master's Degree Apprenticeship (SLMDA)** – for those that are in a suitable job role. The programme is suitable for construction professional in Contract Manager/Director, Executive, Director, Chief Executive Officer, and similar role where duties include leadership, management and directing.
- MSc Construction Management or an MSc in another built environment discipline.

BSc (Hons) Construction Management award component

Final Award

Award: BSc (Hons)

Title of (final) Programme: Construction Management

Credit points: 360

Level of award (QAA FHEQ): 6

Intermediate award(s)

Intermediate award 1: BSc Construction Management (Pass Degree)

Credit points: 300

Level of award (QAA FHEQ): 6

Intermediate award 2 (not available to students who entered with 200-credit exemption): Diploma of Higher Education Construction Management

Credit points: 240

Level of award (QAA FHEQ): 5

Validation

Validating institution: University College of Estate Management (UCEM)

Date of last validation: December 2019

Date of next periodic review: December 2024

Date of commencement of first delivery: September 2013

Duration: 120-credit exemption: 46 months

200-credit exemption: 35 months

Maximum period of registration: In accordance with the Academic and Programme Regulations (opens new window).

UCAS Code/ HECoS code: N/A / 100151

Programming Code: UBSC

Other coding as required: CSU

Professional accreditation / recognition

Accrediting/recognising body: **Royal Institution of Chartered Surveyors (RICS)**

Details of the accreditation/recognition: BSc (Hons) accredited

Date of last programme accreditation/recognition: July 2016

Date of next periodic review: 2021

Accrediting/recognising body: **Chartered Institute of Building (CIOB)**

Details of the accreditation/recognition: BSc (Hons) accredited

Date of last programme accreditation/recognition: December 2020

Date of next periodic review: 2025

Accrediting/recognising body: **Chartered Association of Building Engineers (CABE)**

Details of the accreditation/recognition: BSc (Hons) accredited

Date of last programme accreditation/recognition: June 2020

Date of next periodic review: 2025

Accrediting/recognising body: **Hong Kong Institute of Construction Managers (HKICM)**

Details of the accreditation/recognition: BSc (Hons) accredited. Graduates with this award are academically acceptable for Member class of membership of HKICM. Please note that applicants for Member class must have reached the age of 25 and have had 4 years working experience in the construction field gained within the HKSAR.

Date of last programme accreditation/recognition: April 2021

Date of next periodic review: April 2026

Accrediting/recognising body: **Chartered Institution of Civil Engineering Surveyors (ICES)**

Details of the accreditation/recognition: BSc (Hons) accredited

Date of last programme accreditation/recognition: March 2018

Date of next periodic review: March 2023

QAA benchmark statement

UK Quality Code for Higher Education (opens new window)

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (opens new window)

Quality Assurance Agency (QAA) Subject Benchmark Statement: Land, Construction, Real Estate and Surveying October 2016 (opens new window)

Programme Structure

Construction Site Management (Degree) Apprenticeship students will begin their studies on the BSc (Hons) Construction Management with either a 120-credit exemption or a 200-credit exemption, depending on their qualifications on entry.

Module List

Code	Module	Level	Credits	120-credit exemption	200-credit exemption
				Core/ Elective/ Exempt	
LAW4LST	Law for the Built Environment	4	20	Exempt	Exempt
MAN4POM	People and Organisational Management	4	20	Exempt	Exempt
TEC4DIG	Digital Technologies	4	20	Exempt	Exempt
CON4TE1	Construction Technology 1	4	20	Exempt	Exempt
LAW4RFW	Introduction to Regulatory Frameworks	4	20	Exempt	Exempt
CON4TE2	Construction Technology 2	4	20	Exempt	Exempt
QSP5MQC	Measurement and Quantification of Construction Work	4	20	Core	Exempt
ECO5BEC	Economics for the Built Environment	5	20	Core	Exempt
QSP5CPR	Contract Administration and Practice	5	20	Core	Exempt
TEC5STR	Building Structures	5	20	Core	Exempt
CON5TE3	Construction Technology 3	5	20	Core	Core
SMA5CSM	Construction Site Management	5	20	Core	Core
PRJ6IMP	Integrated Management Project	6	20	Core	Core
MAN6CMC	Commercial Management in Construction	6	20	Core	Core
PMA6CPM	Construction Project Management	6	20	Core	Core
MAN6MMA	Maintenance Management	6	20	Core	Core
PRJ6WRA/ PRJ6WRS	Workbased Research Project	6	40	Core	Core

Notes

Credits are part of the Credit Accumulation and Transfer System (CATS). Two UK credits are equivalent to one European Credit Transfer System (ECTS) credit.

Delivery Structure – 120-credit exemption route

Autumn (UK) Entry

Year 1, Semester 1

Module Code	Module Name	Level
QSP5CPR	Contract Administration and Practice	5
QSP5MQC	Measurement and Quantification of Construction Work	5

Year 1, Semester 2

Module Code	Module Name	Level
CON5TE3	Construction Technology 3	5
ECO5BEC	Economics for the Built Environment	5

Year 2, Semester 1

Module Code	Module Name	Level
PRJ6IMP	Integrated Management Project	6
SMA5CSM	Construction Site Management	5

Year 2, Semester 2

Module Code	Module Name	Level
PMA6CPM	Construction Project Management	6
TEC5STR	Building Structures	5

Year 3, Semester 1

Module Code	Module Name	Level
MAN6CMC	Commercial Management in Construction	6
PRJ6WRA/ PRJ6WRS	Workbased Research Project	6

Year 3, Semester 2

Module Code	Module Name	Level
MAN6MMA	Maintenance Management	6
PRJ6WRA/ PRJ6WRS	Workbased Research Project	6

Spring (UK) Entry

Year 1, Semester 1

Module Code	Module Name	Level
CON5TE3	Construction Technology 3	5
ECO5BEC	Economics for the Built Environment	5

Year 1, Semester 2

Module Code	Module Name	Level
QSP5CPR	Contract Administration and Practice	5
QSP5MQC	Measurement and Quantification of Construction Work	5

Year 2, Semester 1

Module Code	Module Name	Level
PMA6CPM	Construction Project Management	6
TEC5STR	Building Structures	5

Year 2, Semester 2

Module Code	Module Name	Level
PRJ6IMP	Integrated Management Project	6
SMA5CSM	Construction Site Management	5

Year 3, Semester 1

Module Code	Module Name	Level
MAN6MMA	Maintenance Management	6
PRJ6WRA/ PRJ6WRS	Workbased Research Project	6

Year 3, Semester 2

Module Code	Module Name	Level
MAN6CMC	Commercial Management in Construction	6

Module Code	Module Name	Level
PRJ6WRA/ PRJ6WRS	Workbased Research Project	6

Delivery Structure – 200-credit exemption route

Autumn (UK) Entry

Year 1, Semester 1

Module Code	Module Name	Level
PRJ6IMP	Integrated Management Project	6
SMA5CSM	Construction Site Management	5

Year 1, Semester 2

Module Code	Module Name	Level
CON5TE3	Construction Technology 3	5
MAN6MMA	Maintenance Management	6

Year 3, Semester 1

Module Code	Module Name	Level
MAN6CMC	Commercial Management in Construction	6
PRJ6WRA/ PRJ6WRS	Workbased Research Project	6

Year 3, Semester 2

Module Code	Module Name	Level
PMA6CPM	Construction Project Management	6
PRJ6WRA/ PRJ6WRS	Workbased Research Project	6

Spring (UK) Entry

Year 1, Semester 1

Module Code	Module Name	Level
CON5TE3	Construction Technology 3	5
MAN6MMA	Maintenance Management	6

Year 1, Semester 2

Module Code	Module Name	Level
PRJ6IMP	Integrated Management Project	6
SMA5CSM	Construction Site Management	5

Year 3, Semester 1

Module Code	Module Name	Level
PMA6CPM	Construction Project Management	6
PRJ6WRA/ PRJ6WRS	Workbased Research Project	6

Year 3, Semester 2

Module Code	Module Name	Level
MAN6CMC	Commercial Management in Construction	6
PRJ6WRA/ PRJ6WRS	Workbased Research Project	6

Module Summaries

Core Modules

QSP5MQC Measurement and Quantification of Construction Work

This module develops an understanding of the measurement and estimating during the pre-tender process. It particularly focuses on the preparation of pricing and tendering documentation using specialist software, and how this can be costed by a contractor to create the tender price. It will develop key practical skills in quantifying and costing different elements of construction work from complex drawings, and using various standard methods of measurement. This module will develop key practical skills in quantifying various elements of construction work from drawings using accepted conventions and appropriate standard methods of measurement.

ECO5BEC Economics for the Built Environment

This module covers the application of basic economic theory to the four dimensions of property and construction sector activity: the market dimension, the public policy dimension, the temporal dimension and the spatial dimension. It draws on conventional micro- and macro-economics but also on aspects of managerial economics and economic geography. It encourages a recognition of the relevance of economic analysis to property-related issues and facilitates a command of the analytical skills used in property and construction economics.

QSP5CPR Contract Administration and Practice

This module develops the knowledge gained from contract and tort law to focus on the specific aspects of construction projects where it is common to find standard forms of building contracts. The purpose of the module is to develop a broader understanding of law and to apply it to common eventualities on construction and building services projects. This module aims to provide students with the contractual knowledge required to deal on behalf of all parties associated with construction contracts from inception to completion.

SMA5CSM Construction Site Management

This module aims to develop understanding of, and practice the skills associated with, managing, planning and controlling the production of building. This module is seen as the focus for the construction manager at Level 5 in developing the skills directly related to the construction process. It will allow the student to develop the management theory of earlier modules with the practical aspects of site management. The module will relate to construction site management within the global arena and is not intended to be country specific. Students will be encouraged to identify with their own working environment.

CON5TE3 Construction Technology 3

This module develops students' knowledge of the theory and practice of building, environment and technology for complex projects. It comprises the following broad subject areas: advanced construction techniques; technology/process innovation and development; components; building services; civil engineering; sustainability; legislation; building regulation; contaminated land; works incorporating existing buildings; (complex sites). It includes consideration of a range of complexities due to the site, the environment, construction or unusual situations.

TEC5STR Building Structures

This module covers key aspects of the theory and practice of building structures. It builds on the structural elements within the preceding construction technology modules. It enables students to analyse, interpret, apply and communicate information regarding the structural systems of buildings in a professional manner, such as understanding design calculations for building control. It comprises the following topics: the nature and relevance of structures, the extent of parameters, structural information and data such as design codes and 'rules of thumb', structural theory, structural calculations, and practical application for building control.

PRJ6IMP Integrated Management Project

This module is designed to integrate the skills and knowledge developed during the programme into a major piece of work and allow the student to demonstrate an understanding of site management techniques applied to real-life scenarios. It will allow the student to work as a member of a team, co-ordinating skills and abilities.

MAN6CMC Commercial Management in Construction

This module explores a range of strategic and operational issues in commercial management of construction experienced by contracting organisations. The dynamic business environment within which contracting organisations operate means that they need to be astute when competing or bidding for work and seeking to sustain their turnover and profit margin whilst enhancing stakeholder value. This module therefore provides an opportunity for the student to develop the knowledge, understanding and skills required to operate in this competitive and commercial environment.

PMA6CPM Construction Project Management

This module explores a range of strategic and operational issues in construction project management. The construction project manager (CPM) plays a key role at all stages of the construction process for diverse client organisations that operate in a dynamic environment. The fundamental need for clients to enhance value in their construction projects and, increasingly, to also engage stakeholders, means that the CPM has a critical contribution to make. This module therefore provides an opportunity to develop the knowledge, understanding and skills required to operate as a CPM in the context of the property and construction industries.

MAN6MMA Maintenance Management

This module aims to develop understanding of, and practice in, the skills associated with managing, planning and controlling the maintenance of buildings. It focuses on the skills required by the construction manager who is involved in buildings maintenance on a day to day basis. It will allow students to develop their understanding of the theory of both management and building technology from earlier modules and to apply these theories to practical situations.

PRJ6WRA/S Workbased Research Project

This module requires students to develop their research skills within the context of the built environment, their chosen career path and the workplace. The students are required to relate the practicalities of the case study to the academic concepts and ideas that underpin it; providing them with the vehicle to conduct a self-directed study. This module also requires students to reflect on the knowledge and skills that they have developed during their programme of studies and requires them to demonstrate their development of their professional competence with reference to the appropriate professional framework.

Learning Outcomes

Having successfully completed the programme, the student will have met the following learning outcomes.

Level 5

Applicable to 120-credit exemption route. Applicable to 200-credit exemption route where indicated by an asterisk.

A – Knowledge and understanding

Learning Outcomes		Relevant modules
A5.1	Examine the principles of building technologies.	CON5TE3*
A5.2	Analyse the legal issues surrounding contractual and constructional obligations.	QSP5CPR SMA5CSM*
A5.3	Evaluate the effect of sustainable approaches upon the construction industry.	CON5TE3* SMA5CSM
A5.4	Outline the process by which construction projects are managed.	CON5TE3* QSP5CPR SMA5CSM*
A5.5	Critically examine the interrelationships of the professions working in the industry.	SMA5CSM*
A5.6	Demonstrate knowledge of the practice of measurement and pricing of construction works.	QSP5MQC
A5.7	Examine and analyse the principles and economics theories that underpin the Built Environment.	ECO5BEC

B – Intellectual skills

Learning Outcomes	Relevant modules
B5.1 Evaluate techniques used to establish control over resources used in construction projects.	SMA5CSM*
B5.2 Apply appropriate cost control techniques to particular construction projects.	SMA5CSM*
B5.3 Integrate and transfer appropriate knowledge, skills and learning throughout the range of subject areas covered.	QSP5MQC SMA5CSM*
B5.4 Apply underlying concepts and principles outside the context in which they have studied, including the application of those principles in an employment context.	SMA5CSM* TEC5STR

C – Subject practical skills

Learning Outcomes	Relevant modules
C5.1 Develop and examine programmes of works for construction projects.	SMA5CSM*
C5.2 Use the main methods of enquiry to evaluate the appropriateness of different approaches to solving a range of problems arising in a professional environment.	CON5TE3* QSP5CPR SMA5CSM*
C5.3 Recognise the limits of knowledge and how this influences analysis and interpretations based on that knowledge.	CON5TE3* TEC5STR*

D - Key / Transferable skills

Learning Outcomes	Relevant modules
D5.1 Communicate and collaborate effectively using a range of media.	ECO5BEC CON5TE3* QSP5MQC QSP5CPR SMA5CSM* TEC5STR
D5.2 Work independently and manage time efficiently.	ECO5BEC CON5TE3* QSP5MQC QSP5CPR SMA5CSM* TEC5STR

Learning Outcomes	Relevant modules
D5.3 Solve problems and make decisions through reflective thinking and analysis.	ECO5BEC CON5TE3* QSP5MQC QSP5CPR SMA5CSM* TEC5STR
D5.4 Identify where and how sustainable principles can be adopted thereby considering wider sustainable opportunities and constraints.	CON5TE3* SMA5CSM* TEC5STR

Level 6

A – Knowledge and understanding

Learning Outcomes	Relevant modules
A6.1 Critically appraise the wider business environment including the political, economic, legal, social, technological, cultural, ethical, health and safety, sustainability and global influences within which construction and client organisations operate.	MAN6MMA PRJ6IMP PRJ6WRA/ PRJ6WRS
A6.2 Critically evaluate the theories and techniques utilised in the built environment sector.	PMA6CPM PRJ6IMP PRJ6WRA/ PRJ6WRS
A6.3 Critically assess, analyse and apply project management and site management skills through teamwork and continuous improvement to construction projects.	MAN6CMC MAN6MMA PMA6CPM PRJ6IMP

B – Intellectual skills

Learning Outcomes	Relevant modules
B6.1 Critically assess a range of resources including contemporary sources, draw on evidence to reflect and evaluate competing explanations to provide appropriate conclusions.	MAN6CMC PRJ6IMP PRJ6WRA/ PRJ6WRS
B6.2 Critically analyse and solve complex problems using appropriate models and methods.	PMA6CPM PRJ6IMP PRJ6WRA/ PRJ6WRS
B6.3 Critically analyse and transfer appropriate knowledge and methods from one topic to another within or between modules.	PMA6CPM PRJ6IMP PRJ6WRA/ PRJ6WRS

Learning Outcomes	Relevant modules
B6.4 Select and apply appropriate techniques of research, analysis and appraisal.	PRJ6IMP PRJ6WRA/ PRJ6WRS

C – Subject practical skills

Learning Outcomes	Relevant modules
C6.1 Acquire, analyse and critically evaluate data and judge its relevance and validity to a range of construction management situations.	MAN6CMC PMA6CPM PRJ6WRA/ PRJ6WRS
C6.2 Critically assess the validity and rigour of a range of published research and assess its relevance to further research.	PRJ6WRA/ PRJ6WRS
C6.3 Apply technology and decision analysis tools to solve complex problems.	PMA6CPM PRJ6WRA/ PRJ6WRS

D – Key / Transferable skills

Learning Outcomes	Relevant modules
D6.1 Collaborate effectively with others.	PMA6CPM PRJ6IMP
D6.2 Communicate effectively and professionally in a range of mediums to both industry and academic stakeholders.	MAN6CMC MAN6MMA PRJ6IMP PRJ6WRA/ PRJ6WRS
D6.3 Demonstrate the ability to identify, use, interrogate, interpret and critically evaluate a range of sources of information.	MAN6CMC MAN6MMA PRJ6IMP PRJ6WRA/ PRJ6WRS
D6.4 Demonstrate competence in applying learning experience to practical construction management situations.	MAN6CMC MAN6MMA PMA6CPM PRJ6IMP PRJ6WRA/ PRJ6WRS
D6.5 Have developed the attitudes and applied skills to make informed decisions that reflect care, concern and responsibility for themselves, for others and the environment, now and in the future.	MAN6CMC MAN6MMA PMA6CPM PRJ6IMP PRJ6WRA/ PRJ6WRS

Learning, Teaching and Assessment

Learning & Teaching

Knowledge and understanding

The teaching, learning and assessment strategy for the programme is guided by the UCEM-wide Learning, Teaching and Assessment Strategy (LTAS 2020-2025). This ensures all programmes promote a logical learning journey for students. The approach adopted is student-centred learning design, that supports the educational needs of our diverse student community. Learning has been designed with flexibility in mind to support students to adopt their own learning experience best suited to their needs.

Students are taught through online learning resources available to them, including customised text material, study papers, learning activities and interactive media. These are complemented by a variety of Tutor-facilitated sessions and interactions, using a range of media for enhancement of the learning experience.

Students are encouraged to research beyond the material provided and undertake self-directed learning throughout their programme. This expectation increases across the levels. When at level 6, students study either the 40 credit Workbased Research Project Module which requires self-directed learning and problem-solving.

Intellectual skills

Learning and teaching methods are applied to enable the development of cognitive skills. These skills are aligned to those used by Construction Managers, but also meet the needs of working in other industries. These skills are developed through interaction with multi-media learning resources, self-directed learning and via participation in student-centred learning activities. The approach to assessment is tutor-guided and formative feedback on these skills is given appropriate emphasis.

Subject practical skills

Examples of subjects specific to construction management include the managing of the construction project in the Construction Site Management module where skills are developed in managing, planning and controlling the production of building; this includes the management of health and safety. With the module relating to construction site management within the global arena, students are encouraged to relate the topics to their own working environment.

An appreciation of structural performance is developed in the Building Structures module to enable students to analyse, interpret apply and communicate information regarding structural systems and structural calculations.

At Level 6, group work is introduced using the Integrated Management Project to reinforce construction management skills and team working. It encompasses the use of a real-life project where the students work in groups of three to carry out a number of tasks. This allows experience in working with people from different global locations and cultures. Maintenance Management is covered at level 6 which develops management and technology from earlier modules into one that uses a case study as the main focus. The real-life scenarios add to the students' ability to apply knowledge at this level.

Key/Transferable skills

The Induction module sets out the importance of transferable skills. These skills are developed through the programme, utilising study and assessment. This can be via virtual learning environment (VLE) discussion, tuition discussion, problem-solving exercises, which are conducted individually or in groups, and coursework, which provides the ideal combination to internalise these aspects though different learning methods.

Assessment

The assessment strategy for the programme is guided by the UCEM-wide Learning, Teaching and Assessment Strategy (LTAS 2020-2025). The aim of UCEM's assessments is to allow students an opportunity to demonstrate what they have learned using a range of formats and which encourage critical self-reflection linked to personal development. To support this, assessments are clearly related to module learning outcomes and the activities within the module support students in achieving these.

UCEM's practice is to require assessments to be vocationally and professionally relevant. Assessments are built that have direct application to industry standards, and that enable students to learn through real world scenarios and working practice. This involves the generation of tasks based on problems, scenarios or case studies from recent real-world situations that reflect and/or replicate the vocational requirements of the industry and the international nature of the subject matter. All elements of assessments are discipline-specific for each programme as well as supporting the acquisition and promotion of transferable skills, including research skills development.

Formative assessment and feedback opportunities are provided throughout the programme in a variety of formats to motivate guide and develop students through their learning. Students are required to complete various pieces of coursework in the modules which are assessed within set time frames. Detailed feedback is provided on tutor-assessed work, which explains how the mark was derived, what was done well and what could be improved for future assessments. Objective testing is also utilised in formative (including self-assessment) and summative assessment. Individual projects in the final stage are assessed in accordance with their own guidelines and marking schemes.

All assessment contributing to progression or award is subject to moderation policies. Moderation at UCEM is designed to reflect the quality of the student submission and the benchmark standards for the various levels of undergraduate study. Moderation of marking accords with QAA recommended best practice to ensure that marking criteria have been fairly, accurately, and consistently applied during first marking.

Assessment Diet

The types of assessments used on this programme will include coursework (such as essays, reports, portfolios, reflections, problem or short questions or video presentations), computer-based assessments, and computer marked assessments (CMAs). The exact combinations of assessment will vary from module to module; however, a basic overview can be found below.

In general, there will be 2 assessments per module. The first assessment is usually either coursework or a CMA. The second assessment is usually coursework. Some modules may have up to a maximum of 3 assessments. The PRJ6WRA/S Workbased Research Project has 3 assessments: a presentation; a reflective summary; and a case study report.

Programme Progression

For details of progression arrangements, please view the Academic and Programme Regulations (opens new window).

Successful completion of the BSc (Hons) may enable the student to progress onto UCEM's Master of Business Administration and other suitable postgraduate programmes.

Award Regulations

For details of award arrangements, please view the Academic and Programme Regulations (opens new window).