UCEM

UNIVERSITY COLLEGE
OF ESTATE MANAGEMENT

Cert HE Construction and Built Environment

Programme Specification 2025-2026

Version: 4.00

Status: Final

Date: 21/03/2025

Cert HE Construction and Built Environment Programme Specification

Summary Programme Details

Final Award

Award: Certificate of Higher Education

Title of (final) Programme: Construction and Built Environment

Credit points: 120

Level of award: 4

Intermediate award(s)

Intermediate award 1: N/A

Credit points:

Level of award:

Apprenticeship Standard and Assessment Plan (relevant to apprentices only)

Name of apprenticeship standard: Construction Site Supervisor

Reference number: ST0048

End Point Assessment: non-integrated

End Point Assessment Organisation: Chartered Institute of Building (CIOB)

Link to apprenticeship standard: Construction Site Supervisor

Link to assessment plan: Construction Site Supervisor Assessment Plan

Name of apprenticeship standard: Construction Design and Build Technician

Reference number: ST0043

End Point Assessment: non-integrated

End Point Assessment Organisation: TBC

Link to apprenticeship standard: Construction Design and Build Technician

Link to assessment plan: Construction Design and Build Technician Assessment Plan

Name of apprenticeship standard: Construction Quantity Surveying Technician

Reference number: ST0049

End Point Assessment: non-integrated

End Point Assessment Organisation: Chartered Institute of Building (CIOB)

Link to apprenticeship standard: Construction Quantity Surveying Technician

Link to assessment plan: Construction Quantity Surveying Technician Assessment Plan

Validation

Validating institution: University College of Estate Management (UCEM)

Date of last validation: February 2024

Date of next periodic review: February 2029

Date of commencement of first delivery: September 2023

Duration: 18 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: N/A

Professional accreditation / recognition

Accrediting/recognising body: n/a

Details of the accreditation/recognition: n/a

Date of last programme accreditation/recognition: n/a

Date of next periodic review: n/a

QAA Guidance

UK Quality Code for Higher Education (opens new window)

QAA Credit Framework for England (opens a new window)

Quality Assurance Agency (QAA) Subject Benchmark Statement: Land, Construction, Real Estate and Surveying April 2024 (opens new window)

OfS Standards

Office for Students (OfS) Sector Recognised Standards (opens a new window)

Programme Overview

Rationale

The programme provides students with a detailed understanding of the principles and practice involved in construction and built environment, up to a Level 4 standard (the first level of Bachelor's degree in the UK).

The programme provides the academic underpinning necessary to prepare students with the knowledge required to support them on their career in construction and the built environment.

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 and transferable skills.

Pathways

Students can choose to follow the module diet relevant to their subject of interest:

- Construction Site Supervision (CSS)

- Construction Quantity Surveying (CQS)
- Construction Design and Build (CDB)

Details about the programme outline for each pathway and descriptions of pathway specific modules can be found further below.

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:

- 64 UCAS Tariff points or equivalent;

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).

    * For students taking the award as part of an apprenticeship programme the English and maths at Level 4 requirement can be waived. However, apprentices are under 19 years old and in this situation will be required to:

    - Complete a Functional Skills assessments that shows they are working at Level 1 or above prior to admission; and

    - Complete Functional Skills qualifications at Level 2 as part of their apprenticeship.

Apprentices that are 19+ years old are not required to have accepted equivalent Level 2 maths and English qualifications (opens new window). However, the DfE will fund functional skills qualifications if deemed necessary by the Employer and apprentice. The employer and apprentice will be informed of their options at point of admission, and they will be required to confirm that they opt in or out of further level 2 study to proceed.

If an applicant does not meet the standard entry requirements UCEM will consider the application on an individual basis. In these cases, the application will be assessed by the Programme Leader or for students in Hong Kong by the Dean of School (International), 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).

Applicants to the apprenticeship programme must meet all of the funding eligibility requirements contained in the DfE funding rules.

Recognition of prior learning (RPL) routes into the programme

UCEM policy and procedures for Recognition of Prior Learning (RPL) are set out in the UCEM Code of Practice: Admissions and Recognition of Prior Learning (opens new window).

Programme Progression

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

Successful completion of the Certificate of Higher Education may enable the student to be admitted onto UCEM's BSc (Hons) programmes with advanced standing through Recognition of Prior Learning (RPL).

Award Regulations

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

Programme Aims

Programme aims

The programme aims to provide students with a thorough understanding of the principles and practices of construction and the built environment. It provides students with a progressive development of knowledge and skills at the first level of a BSc degree award, Level 4.

The programme is designed to ensure that students have a stimulating and challenging education relevant to their level of study, which serves as a springboard into further study and/or the professional workplace. Students will also develop a broad range of skills which are transferable across other industries.

Market and internationalisation

This programme is aimed at UK students who are in employment.

Programme Structure

Module List

Code	Module	Level	Credits	Core/ Elective
INT4BE1	Introduction to the Built Environment 1	4	20	Core
INT4SUS	Introduction to Sustainability	4	20	Core
CON4TE1	Construction Technology 1	4	20	Core

Code	Module	Level	Credits	Core/ Elective
LAW4RBE	Introduction to Regulatory and Built Environment Law	4	20	Core
CON4COP	Introduction to Construction Practice	4	20	Core
CON4ISO	Introduction to Site Operations	4	20	Core (CSS Pathway)
CON4PRO	Procurement and Contracts	4	20	Core (CQS Pathway)
INT4DES	Design Development and Production Coordination	4	20	Core (CDB Pathway)

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.

Learning Outcomes

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

Level 4

A – Knowledge and understanding

Learning Outcomes	Relevant modules
A4.1. Recognise the basic principles that underpin the theory and practice of the construction industry.	CON4TE1 CON4COP CON4ISO CON4PRO INT4BE1 INT4DES LAW4RBE
A4.2. Outline the ethical, management, legal and regulatory frameworks and systems impacting on the construction industry.	CON4TE1 CON4PRO LAW4RBE
A4.3. Relate environment and sustainability issues to the construction industry.	CON4TE1 CON4COP
A4.4. Explain the basic principles of property construction and workforce management.	CON4TE1 CON4COP CON4ISO INT4DES

B – Intellectual skills

Learning Outcomes		Relevant modules
B4.1.	Describe the impact of sustainability on existing and new buildings.	CON4TE1
B4.2.	Demonstrate the ability to communicate effectively in a range of formats.	CON4TE1 CON4ISO CON4COP INT4BE1 LAW4RBE
B4.3.	Develop an awareness and ability to evaluate and appraise information.	CON4TE1 CON4COP CON4PRO INT4BE1 INT4DES LAW4RBE

C – Subject practical skills

Learning Outcomes		Relevant modules
C4.1.	Recognise the uses of technology in the built environment.	CON4TE1 INT4BE1
C4.2.	Demonstrate an awareness of the context in which the construction industry operates	CON4COP CON4ISO CON4PRO INT4DES
C4.3.	Use the main methods of enquiry to evaluate the appropriateness of different approaches to solving a range of tasks arising in professional practice.	CON4COP CON4ISO CON4PRO INT4DES

D - Key / Transferable skills

Learning Outcomes		Relevant modules
D4.1.	Develop and plan individual learning to achieve successful outcomes	CON4TE1 CON4COP CON4ISO CON4PRO INT4BE1 INT4DES INT4SUS LAW4RBE
D4.2.	Demonstrate the development of written, numeric and communication skills.	CON4TE1 CON4COP CON4ISO INT4BE1 INT4SUS LAW4RBE

D4.3.	Demonstrate various methods of communicating information.	CON4TE1 CON4COP CON4ISO INT4BE1 INT4SUS LAW4RBE
D4.4.	Identify and solve problems within guided scenarios.	CON4TE1 CON4ISO INT4BE1 INT4SUS LAW4RBE

Delivery Structure for part-time study route

Autumn (UK) Entry

Level	Construction Site Supervisor (CSS) Pathway		Construction Quantity Surveying Technician (CQS) Pathway		Construction Design and Build Technician (CDB) Pathway	
Year 1 Semester 1						
4	INT4BE1	Introduction to the Built Environment 1	INT4BE1	Introduction to the Built Environment 1	INT4BE1	Introduction to the Built Environment 1
4	INT4SUS	Introduction to Sustainability	INT4SUS	Introduction to Sustainability	INT4SUS	Introduction to Sustainability
Year 1 Semester 2						
4	CON4TE1	Construction Technology 1	CON4TE1	Construction Technology 1	CON4TE1	Construction Technology 1
4	CON4COP	Introduction to Construction Practice	CON4COP	Introduction to Construction Practice	CON4COP	Introduction to Construction Practice
Year 2 Semester 1						
4	LAW4BRE	Introduction to Regulatory and Built Environment Law	LAW4RBE	Introduction to Regulatory and Built Environment Law	LAW4BRE	Introduction to Regulatory and Built Environment Law
4	CON4ISO	Introduction to Site Operations	CON4PRO	Procurement and Contracts	INT4DES	Design Development and Production Coordination

Spring (UK) Entry

Level	Construction Site Supervisor (CSS) Pathway		Construction Quantity Surveying Technician (CQS) Pathway		Construction Design and Build Technician (CDB) Pathway	
Year 1 Semester 1						
4	INT4BE1	Introduction to the Built Environment 1	INT4BE1	Introduction to the Built Environment 1	INT4BE1	Introduction to the Built Environment 1
4	INT4SUS	Introduction to Sustainability	INT4SUS	Introduction to Sustainability	CON4TE1	Construction Technology 1
Year 1 Semester 2						
4	LAW4BRE	Introduction to Regulatory and Built Environment Law	LAW4RBE	Introduction to Regulatory and Built Environment Law	LAW4RBE	Introduction to Regulatory and Built Environment Law
4	CON4ISO	Introduction to Site Operations	CON4PRO	Procurement and Contracts	INT4DES	Design Development and Production Coordination
Year 2 Semester 1						
4	CON4TE1	Construction Technology 1	CON4TE1	Construction Technology 1	INT4SUS	Introduction to Sustainability
4	CON4COP	Introduction to Construction Practice	CON4COP	Introduction to Construction Practice	CON4COP	Introduction to Construction Practice

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.

Module Summaries

Core Modules

INT4BE1 Introduction to the Built Environment 1

This module provides an overview of the built environment sector and the role of the construction industry within the UK economy. Students will gain an appreciation of how legal, political, and social issues have shaped and continue to influence the sector. Students will gain an understanding of the project lifecycle and the development process with reference to the RIBA Plan of Work. The module introduces the key stakeholders and professions within the industry. It will enable students to identify with their chosen profession and understand that profession's key responsibilities in meeting the client objectives.

As this is the first module students will study regardless of their programme, it will provide signposting to future modules where the knowledge and skills introduced by this module will be examined in further depth. It will also introduce the opportunities for wider learning provided at UCEM, through the cross-portfolio guest lecture events and the academic skills development provision. Students will also be encouraged to enrol as student members with the appropriate professional body. The content described in this paragraph is not assessed.

INT4SUS Introduction to Sustainability

This module introduces sustainability with a particular focus on the construction and property sector. Students will be made aware of the causes of climate change and key terminology and issues related to sustainable development. The relationship between property and the environment will be examined and criteria by which sustainability is measured in relation to finished buildings is identified. As sustainability is central to the core mission of UCEM, students will also learn about UCEM's sustainability agenda and activities.

CON4TE1 Construction Technology 1

This module provides an introduction to building, environment and technology based on simple construction, establishing a foundation of knowledge and understanding to be developed in later modules. It develops students' communication skills, enabling them to describe simple construction in a professional manner. Simple building examples are included, such as traditional masonry construction and roof construction typical in buildings of up to three storeys. Perspectives such as sustainability are considered.

CON4ISO Introduction to Site Operations

This module aims to develop an understanding of the practical skills associated with, managing, planning, and controlling the production of building projects. It will allow the student to develop the theories of management and knowledge studied in previous modules, with the practical aspects of site management. Students will be encouraged to identify key areas of practice within their own working environment and to assess and evaluate processes. The students will then apply knowledge and understanding gained on the module to improve production efficiency and sustainability applied to a work-based project.

CON4COP Introduction to Construction Practice

This module provides an introductory understanding of the management of construction processes. It explains the management, resourcing and supervision of construction processes and considers the implications of time, cost, quality and sustainability within a construction project. The module seeks to give an understanding of building costs and

budgets, financial controls required and monitoring of financial and project progress against planned schedules.

CON4PRO Procurement and Contracts

This module provides an introduction to different types of procurement processes and negotiation requirements used on construction projects. The module seeks to give an understanding of the factors that influence choice of both procurement methods and forms of contracts.

INT4DES Design Development and Production Coordination

At an introductory level, this module provides students with a holistic understanding of the architectural design process by combining manual and digital skills, against the backdrop of compliance with industry standards for effective coordination and communication.

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 Lecturer-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.

Intellectual skills

Learning and teaching methods are applied to enable the development of cognitive skills. These skills are aligned to those used by Construction Side Supervisors, Construction Quantity Surveying Technicians and Construction Design and Build Technicians 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 lecturer-guided and formative feedback on these skills is given appropriate emphasis.

Subject practical skills

Examples of subjects specific to construction site management include the management of the construction project in the Introduction to Site Operations module where skills are developed in managing, planning and controlling the production of building; this includes the management of health and safety. Specific to quantity surveying, the Procurement and Contracts module provides an introduction to different types of procurement processes and negotiation requirements used on construction projects. In relation to architectural design,

the Design Development and Production Coordination module combines manual and digital skills which enables students to gain a holistic understanding of the architectural design process.

Key/Transferable skills

The BE Ready Orientation 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 lecturer-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.

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, reflections, problem questions or presentations), computer-based assessments (CBAs), portfolio, practical and project assessments. The exact combinations of assessment will vary from module to module; please refer to the module descriptors for more information.

Study Support

BE Ready Orientation

The purpose of BE Ready is to prepare students for online learning with UCEM but also to support students throughout their learning journey. Students are expected to visit BE Ready every semester for updates, welcome back week activities as well as advice specific to their level of study.

There are a variety of resources which will help students to get started. These include how to use the VLE, how to navigate a module, the UCEM e-library and how to join a webinar. BE Ready also provides practical advice such as how to manage independent study, where to find our Study Skills resources and how to access academic or pastoral support. All this information is key to having a successful start to supported online learning with UCEM.

Resources are available to support students with referencing and how to develop good academic practice to avoid academic misconduct. A range of study skills support materials are available to apprentices.

Student learning support

The programme is taught via UCEM's Virtual Learning Environment (VLE), and academic facilitation and support is provided online giving students access to UCEM Lecturers and other students.

The Education 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 VLE provides the main point of contact for students for these teams throughout the duration of their programme

Each student, wherever their location, will have access to a wealth of library and online materials to support their studies.

The Academic Support and Enhancement (ASET) Team works with departments to promote student retention, achievement and success. This work is achieved through a multi-faceted approach, which consists of:

- delivering support tutorials to students identified as academically at risk to develop the academic skills needed for success;
- developing 'self-serve' support resources to enable students to develop their academic skills;
- delivering teaching webinars and drop-in sessions on academic skills;
- working with the Education team and other support teams to identify ways in which student success can be further facilitated.

Relevant research is also carried out to inform proactive interventions, and to develop policy and practice.

Additional Needs support is provided via a dedicated Disability and Wellbeing team at UCEM.

Workplace apprenticeship support and apprenticeship support from UCEM

Students that are studying the programme as part of an apprenticeship programme will be assigned an Apprenticeship Outcomes Officer who is the primary point of contact for the apprentice and their employer during the apprenticeship. Apprentices and their employers will attend progress reviews scheduled at 12-week intervals which will review the apprentices progress, set targets and will check the completion of the off the job diaries and that the apprentice is making demonstrable progress on their apprenticeship.

Apprentice employers should work collaboratively with the apprentice and UCEM, including active participation at 12-week progress reviews, co-ordinating off the job training time and providing the apprentice with the opportunity to practice and embed new skills in the work environment.

English language support

For those students whose first language is not English, or those students who wish to develop their English language skills, additional support is provided through online resources on the VLE in the resource 'Developing Academic Writing'.

The resource includes topics such as sentence structure, writing essays and guidance for writing aimed at developing students study skills.

Personal and professional development

Students are undertaking vocational programmes that are intrinsically linked to the accrediting professional bodies. Students are encouraged and supported to understand the need for the recognition of these bodies and guided as to how to meet the professional membership requirements.

More generally, UCEM has a dedicated Careers Advisor to ensure students have appropriate access to careers education, information, advice and guidance.

Programme Specific support

Each programme has a Programme Leader, as well as Module Leaders, Module Lecturers and Academic Support Tutors to support the students throughout their time with the Programme.

The 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 lecturer 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.