BIRMINGHAM CITY
University

BSc (Hons) Construction Management
(Top Up)

Faculty of Computing, Engineering and the Built Environment
School of Engineering and the Built Environment

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Programme Philosophy

The BSc (Hons) Construction Management is a degree course which seeks to prepare construction professionals for an exciting and challenging career in construction and infrastructure in the UK and abroad.

The programme has been designed in line with the needs of potential employers in the public, private and third sectors. It has also been developed in accordance with the requirements of The Chartered Institute of Building (CIOB) and Royal Institution of Chartered Surveyors (RICS)

Both forms of accreditation will allow you to progress through your studies as a student member and before working towards your professional qualification in Industry.

As a Construction Manager, you will be involved in managing the project from inception and design through to occupation. This requires a wide range of skills and involves management of people and communities if a project is to be delivered safely, on time, on budget and to the highest possible quality.

The complexity of these projects requires construction professionals to have expertise in construction management and in particular those who can work effectively with people from different cultural backgrounds and construction disciplines. As construction activities have an imminent and long-lasting effect on the environment, sustainable and environmentally sound construction methods and innovative management practices are needed. Demand for highly skilled, innovative and far-sighted construction managers is constantly increasing.

This Construction Management programme will focus on Integrated Project Delivery, working within a design team and understanding the impact of early decision making on your profession and community.

Embedding social innovation at the core of the programme, through a focus of creative social problem solving and working with our industrial partners, will develop your intellectual and practical competence required by the professional bodies such as CIOB and RICS.

The course comprises of five main themes which are:

1. Law
2. Management
3. Research and Innovative Practice
4. Construction Technology
5. Integrated Project Delivery

All five themes underpin the programme's technical and intellectual philosophy, represented in our dynamic industry, supporting regeneration as well as developing economies.

After completing this course, you will have a broad range of knowledge of the legal, technical, managerial, economic, social and environmental aspects of construction projects, and can confidently manage both commercial and civil engineering projects.

The programme equips you with the framework of knowledge, skills and tools to start understanding the complex world of the built environment and also encourages you to become an independent learner and reflective practitioner.

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The course design and delivery uses expertise across our Construction Management, Quantity Surveying, Planning and Civil Engineering teams.

We aim to develop the Construction Managers of the future who are equipped with the knowledge, tools and skills to operate efficiently, effectively and confidently within such an environment.

Programme Aims

Through the Academic Plan (2015), the University has expressed its commitment to the following programme aims to enhance student experience in all programmes:

- Pursuing excellence
- Practice-led, knowledge-applied education
- Interdisciplinary approaches
- Employability-driven
- Internationalisation

This section articulates the programme aims framed by the five themes of the Academic Plan.

1. Pursuing Excellence	Based on the understanding of the wider context of strategic management and the needs of the wider development community. You will become capable, creative, reflective and critical construction management professionals. Opportunities to recognise this throughout industry recognised and research informed modules and projects that can be exhibited and externally judged in events like Innovation Fest. Through your innovative learning journey, you will be inspired to develop an attitude in which you can continue to evolve both academic and professional outputs for global outlook.
2. Practice-led, knowledge-applied	A curriculum that will cultivate your problem-solving skills and ability to synthesize complex information and communicate effectively through real-life cases and facilitate you to develop a systematic understanding and a critical awareness of the problems, issues and opportunities in the construction management practice. Opportunity to establish negotiated work-based projects through industry partners or employer sponsors in the second year and final year. Course supplemented by expert guest lectures from across the industry. Regular case study events presented by both academics and industry, and your tutors frequently participating and publishing in international conferences.
3. Interdisciplinarity	Integrated project delivery that will seek to improve your awareness and appreciation of the conflicting interests within construction projects and

		the political, social, cultural, economic, technological, environmental, legal and organisational factors involved.
4.	Employability-driven	Develop your knowledge and ability to work in teams on real life scenarios, developing professional competence, aptitude to work independently and prepare them for employment opportunities and career development within a global construction industry. On-campus Student Opportunities to get involved in extra curricular activities, project and work.
5.	Internationalisation	Based on an existing US and Canadian exchange programme and industry contacts, you are exposed to international construction practices. Exposure to international competitions also encourages intercultural experience and collaboration to foster a strong global perspective.

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Programme Learning Outcomes

The following table shows how the programme's learning outcomes are also aligned to these themes.

Outcomes/Aims	Pursuing Excellence	Practice Led Knowledge Applied	Interdiciplinarity	Employability Driven	Internationalisation
1. Subject-specific knowledge and understanding					
1.1 the relevance and application of the subject & the development of integrated, multidisciplinary and interdisciplinary and inter-professional approaches & integration of theory, experiment, investigation and fieldwork, and the development of principles into practice & quantitative and qualitative approaches to information	☒	☒	☒	☒	☒
2.1 an understanding of the importance of entrepreneurship and innovation including the role of intellectual property within the innovation process & awareness of risks of exploitation and the requirement for sustainable processes and outcomes & consideration of rapid and continuing change and development of the subjects and their context & its underlying foundations and principles	☒	☒	☒	☒	☒
1.3 its relevant defining concepts, theories and methods & the current knowledge and development of the subject firmly grounded in technological, legal, socio-economic, environmental political and business contexts & identification of current gaps in knowledge or understanding and current issues of wider concern to society and the world & the global, regional and local contexts of practice issues and challenges	☒	☒	☒	☒	☒
1.4 the location and quality of resources and their procurement, management, sustainable exploitation and pattern of use within socio-economic, public interest, equality and inclusion policy and legal frameworks & award-specific and generic skills including problem definition and resolution. A professional approach to study and lifelong learning, sustainability, quality of life and environmental impact & ethics in relation to both academic and professional practice, is also required.	☒	☒	☒	☒	☒
2. Intellectual Skills					
2.1 critically analyse, synthesise and summarise information from a variety of sources & recognise and use appropriate theories, methodologies, concepts and principles from a range of subjects & collect, analyse and integrate several lines of evidence to develop balanced arguments demonstrating critical thinking and synthesis	☒	☒	☒	☒	☒
2.2 plan and design an experiment, investigation, survey or other means to test a hypothesis or proposition & apply knowledge and understanding to address multidisciplinary problems within a local and global context	☒	☒	☒	☒	☒
2.3 demonstrate creativity and innovation & demonstrate awareness of the provisional nature of the facts and principles associated with a field of study with those based on opinion and not supported by sound evidence	☒	☒	☒	☒	☒

2.4 make well considered decisions in complex and unpredictable contexts & understand the importance of academic and professional integrity	☒	☒	☒	☒	☒
3. Generic skills					
3.1 demonstrate familiarity with a wide range of subject-specific facts and principles in combination with an awareness of the current limits of theory and applied knowledge & understand the provisional nature of problem definition and associated information and allow for competing and alternative explanations within their subject	☒	☒	☒	☒	☒
3.2 exhibit understanding of the defining elements of the subject as a result of in-depth and/or cross-curricula study or research & tackle problems by collecting, analysing and evaluating appropriate qualitative and quantitative information, and using it creatively and imaginatively to solve problems, introduce and develop innovations, and make decisions and follow them through	☒	☒	☒	☒	☒
3.3 plan and execute research or development work, evaluate the outcomes, draw valid conclusions and make recommendations & display skills in evaluating and interpreting, in a balanced manner, new information provided by others from a range of fields of study	☒	☒	☒	☒	☒
3.4 display generic scholarly and award specific professional skills and demonstrate the ability to acquire new competencies required for career progression & assess the ethical, equality and inclusion consequences of human activities to optimise community and environmental sustainability.	☒	☒	☒	☒	☒
4. Interpersonal and teamwork skills					
4.1 organise teamwork and participate effectively in a team & set realistic targets	☒	☒	☒	☒	☒
4.2 identify individual and collective goals and responsibilities & plan, allocate and evaluate the work of self, individuals and teams	☒	☒	☒	☒	☒
4.3 perform in a manner appropriate to allocated roles and responsibilities & recognise and respect the views and opinions of other team members	☒	☒	☒	☒	☒
4.4 show positive intent and a willingness to resolve conflict & reflect on and evaluate their own performance as an individual or as a team member	☒	☒	☒	☒	☒
5. Self-management and professional development skills					
5.1 develop the skills necessary for self-managed lifelong learning and engagement including for example working independently, effective time management and organisational skills & appreciate the need for professional codes of conduct where applicable	☒	☒	☒	☒	☒
5.2 recognise the moral, ethical, social and equality and inclusion issues related to the programme & assume responsibility for their own actions & identify and work towards targets for personal, academic and career development	☒	☒	☒	☒	☒

5.3 develop an adaptable and flexible approach to study and work & demonstrate the competence, behaviour and attitude required in academic and professional working life, including initiative, reflection, leadership, resilience and team skills	☒	☒	☒	☒	☒
5.4 behave in an ethical and responsible manner to ensure the rights of others and the wider environment are respected and protected & understand the importance of academic, professional and research integrity	☒	☒	☒	☒	☒
6. Communication skills					
6.1 listen and observe attentively, record, evaluate and respond and/or communicate using a wide variety of information sources for example electronic, textual, numerical, verbal, visual/graphical, digital and practical field (site and building) survey based	☒	☒	☒	☒	☒
6.2 communicate accurately, clearly, concisely, confidently and appropriately to a variety of audiences using a range of formats and employing appropriate scientific and/or professional discipline specific language	☒	☒	☒	☒	☒
6.3 contribute constructively to group discussions	☒	☒	☒	☒	☒
6.4 consider, appreciate, evaluate and respect the views of others	☒	☒	☒	☒	☒
7. Digital literacy					
7.1 use the internet in a context which recognises its limitations as a means of communication and a source of information	☒	☒	☒	☒	☒
7.2 demonstrate competence in the use of electronic information handling and data processing and analysis software and applications through the use of digital information systems (for example BIM and GIS)	☒	☒	☒	☒	☒
7.3 use a range of IT platforms (for example desktop, server, tablet and mobile) and social media to communicate information to a range of audiences effectively	☒	☒	☒	☒	☒
7.4 demonstrate an awareness of legal, effective and safe use of digital and social media & use and interpret digital data and information to inform decision making	☒	☒	☒	☒	☒
8. Practical skills					
8.1 plan, conduct and report on investigations, including those using secondary data & collect, record and interpret diverse types of information generated by a wide range of methods and summarise it using appropriate qualitative and/or quantitative techniques	☒	☒	☒	☒	☒
8.2 devise, plan and undertake field, laboratory or other investigations in a responsible, sensitive and safe manner, paying due diligence to risk assessment, ethical and data protection issues, rights of access, and relevant health and safety issues	☒	☒	☒	☒	☒
8.3 take account of safety regulations, legal requirements including those relating to equality and inclusion, and the impact of investigations on the environment	☒	☒	☒	☒	☒

8.4 appreciate and analyse financial and other management information and use it in decision making & acquire programme-specific practical and professional competencies	☒	☒	☒	☒	☒
9. Analytical and data interpretation skills					
9.1 appreciate issues of sample selection, accuracy, precision and uncertainty during collection, recording and analysis of data in the field, in the laboratory or collated from secondary sources	☒	☒	☒	☒	☒
9.2 appreciate and reconcile or mitigate the difficulties of having incomplete information on which to base decisions & understand the nature of risk	☒	☒	☒	☒	☒
9.3 prepare, process, interpret and present information and data, using appropriate qualitative and quantitative techniques and packages	☒	☒	☒	☒	☒
9.4 solve numerical problems using first principles, computer-based and other techniques	☒	☒	☒	☒	☒

Programme Learning, Teaching & Assessment Strategy

This programme is fully accredited by both RICS (Royal Institution of Chartered Surveyors) and CIOB (Chartered Institute of Building). It is delivered in both full-time and part-time modes. The structure of the course, the modules, levels and credit values are shown in the table below.

The overall teaching, learning and assessment strategy is based on a student centred framework around the aforementioned five key themes committed to developing highly employable graduates, founded on Changemaker principles through social innovation (Curtis, 2013):

1. Believe in responsibility to make positive changes in society
2. Have the power and resources to make a difference (tangible and intangible)
3. Take initiative to bring about innovative change, local and systematic
4. Work with others to maximise impact, working in groups and networks
5. Know and live authentically according to one's values
6. Practice empathy by engaging in another person's world without judgement

Placing social innovation at the centre of its teaching and learning strategy, each module will embed Changemaker attributes (Alden Rivers, Armellini and Nie, 2015) together with the following ten employability skills (Irwin, 2014)

This ensures that module design and associated teaching and assessments link together in progressive subject development.

Changemaker attributes	**10 Employability Skills**
• Self-confidence	• Communication
• Perseverance	• Teamwork
• Internal locus of control	• Positive work ethic

• Self-awareness	• Leadership
• Action orientation	• Influencing, persuading and negotiating
• Innovation and creativity	• Organisation and action planning
• Critical thinking	• Self-management and reflective learning
• Empathy	• Opportunity recognition
• Reflective	• Problem solving, analysis and investigation
• Communication	• Networking
• Emotional intelligence and social intelligence	
• Problem solving	
• Leader	
• Values driven	

Embedding these principles, will promote critical thinking and problem solving, and will encourage you to engage in life-long learning and become an independent professional learner making positive changes.

Programme Delivery
The programme is delivered primarily at the university, with university based teaching complemented by relevant site visits and excursions.
At the end of level 4 and level 5, there is an opportunity to participate in an exchange programme to learn the equivalent modules, for one semester in either the USA or Canada.

How you will learn
Learning at the university will include classroom sessions such as lectures, workshops and small group discussions. Classroom participation is encouraged and you will be learning with and from other students.
You are also encouraged to participate in extracurricular competitions both in the UK, Europe and USA.

Online learning
A significant proportion of your directed learning while on this programme will be online. You may be expected to take part in the following: viewing audio presentations; online quizzes; online discussions.

Formative learning
This type of learning takes place to help prepare you for an assessment; for example when studying for an examination or doing research for an essay. In order to facilitate this type of learning you will be offered formative (practice) assessments during the three years of the course. When you have

completed a formative assessment you will be given feedback on how you have performed and guidance (feedforward) on how you should proceed with your learning. Sometimes this formative feedback is from your student peers, working together to develop each other.

The final assessment which gives the mark for the module is known as a summative assessment and listed below are the type of summative assessments used in the programme and the corresponding formative learning.

Summative assessment	Formative learning
Unseen written examinations	Workshops/seminar tasks Question & answer sessions Online quizzes Formative examinations
Essays and written assignments	Practice writing short sections (patches) Marking example assignments Question & answer sessions
E portfolio Mahara	Discussions of reflective templates Formative (practice) mahara reflections
Posters	Practice writing elements of the poster Marking example posters Question & answer sessions
Oral Presentations	Producing PowerPoint sessions Marking example PowerPoint sessions Marking online/video presentations Mini Presentation to student peer group

Level 6
The level 6 modules will build on your experience, knowledge and application achieved at level 5

Themes	Law	Management	Research and Innovative Practice	Construction Technology	Integrated Project Delivery
Individual Honours Project 40 Credits	✔	✔	✔	✔	✔
Contract Practice 20 Credits	✔	✔			
Professionalism and Citizenship 20 Credits	✔	✔	✔	✔	✔
Services and Energy Performance 20 Credits			✔	✔	✔
Project Management 20 Credits		✔	✔		✔

At the end of your final year, you will be able to demonstrate:
- The design and execution of your own construction contract
- Application of research for an end user
- The importance of professional communication to different audiences
- Management of complex data to enable decision making
- Leadership skills managing a community project
- 4D – 6D modelling skills
- Energy simulation techniques

The Whole Experience

We recognise that there are key aspects to every programme that need to be addressed to ensure we are inclusive, holistic and open about how your programme fits into your wider university experience and your ambitions for your future – below are Statements of Intent to explain how you will experience these critical learning themes. Each section offers a brief explanation of the theme, why it is important, and how your programme addresses these.

- ## Widening Participation

Higher education has a vital role to play in improving social mobility. The University's Strategic Plan highlights our responsibility in supporting economic, social and cultural improvement in the region. BCU is committed to providing access, retention and progression for students from disadvantaged backgrounds and underrepresented groups.

The core value of the programme aligns itself to widening participation, engaging in group work, empathising in another person's experience to make positive changes in society. The programme also looks towards the professional bodies and construction industry key driver to "secure future talent".

- ## Information & Digital Literacy

Students shall expect to have high levels of digital and information literacy both at University and outside. JISC (the Joint Information Systems Committee), an organisation which encourages the use of digital technologies in UK Higher Education, defines digital literacies as 'those capabilities which fit an individual for living, learning and working in a digital society'. This goes beyond the ability simply to use technology effectively: it is an essential 'life skill' to be able to access, process and assimilate information in the broadest sense. The ability to articulate that information and to construct new understanding is also critical to graduate success, whether a student has been exposed to using technology from an early age and is a 'digital native', or has not yet acquired these skills. Throughout the study of this programme, therefore, the students are encouraged to recognise different types of information and resources, to develop their ability to question the validity of that information or resource, and to recognise the importance of both print and online resources to facilitate development of their own knowledge.

The pedagogical and technical aspects of Information and Digital Literacy are both addressed in this programme. BCU adopts paperless approach for information exchange and dissemination and relies heavily on the use of Moodle as the Virtual Learning Environment (VLE). BCU's Moodle is used as a pedagogical tool in the programme to help setting out a methodological learning structure. Multi-media learning resources are integrated in the VLE learning platform. First, the VLE is used to support students in several ways. It is used to host discussion groups which can be supported and monitored by the module tutors. It is also used to provide additional teaching and learning material and interactive 'quizzes' or tests which provide opportunities for regular self-evaluation, rapid feedback and motivation to improve for the students. In addition, the digital information literacy is also developed through learning and access to specialist software programmes such as REVIT, Synchro, CostX, VicoOffice and @Risk, and databases such as Isurv, Construction Information Service and BCIS Online.

- **Sustainability & Global Citizenship**

BCU is committed to the core concepts of sustainability; the University was certified to International Standard ISO14001:2004 for environmental management systems in 2011 and achieved the coveted Platinum Eco Campus award in January 2013. The University has an ethos of leading by example and engages with staff and students to live and work more sustainably, for example encouraging the use of electronic resources, sustainable travel policies, recycling and waste management. Ensuring that the students understand the impact, both local and global, their choices and behaviour has on future sustainability in the context of economic, social and environmental well-being.

Students are encouraged to understand and appreciate different cultural beliefs, values and needs and through critical consideration relate this to their place in society as a global citizen. The United Nations defines Global Citizenship in education as 'enabling students to develop the attributes, behaviours and skills needed to work and live in a way that safeguards ecological, social and economic wellbeing, both in the present and for future generations'.

The built environment comprising both existing assets and new development has a key role to play in the viability of worldwide infrastructure and equitable use of finite resources for future generations. The attributes of sustainability are embedded in all modules of this programme, students will be expected to address the key sustainability issues in the whole life cycle of a construction project.

We encourage all students – and staff – to live and work more sustainably whilst recognising the impact that their decisions, and actions, have on the local, national and global communities to which we all belong. We have made a commitment as an institution to create graduates with a global outlook (Graduate Attributes) and each of our programmes will now include an internationalised programme aim: the inclusion of sustainability within that is a logical connection. The Faculty and Programme demonstrates internationalisation by:

- Using cultural and international experiences or knowledge as a learning resource, for example, our Construction Management programme is also offered in Singapore, Malaysia and Hong Kong.

- Encouraging intercultural experiences, partnerships and collaborations, including student exchanges

- Contributing to international scholarly activity and knowledge exchange, including supporting academic visitors from overseas who can contribute to teaching programmes

- Providing and promoting a range of accessible opportunities for international and intercultural learning, for example, we have offered overseas residential study visits

- Facilitating ongoing intercultural and international dialogue and partnerships, including Trans-National Education delivery of our programmes overseas

- Proactively developing inclusive learning materials and outcomes, practices, skills, and/or attitudes appropriate for diverse societies, cultures and individuals

- Adapting the content, language, pace and modes of delivery and assessment to the learning context and the diversity of learners

- Viewing and utilising the diversity of the academic community (for example the range of experiences of different cultural and educational backgrounds, countries of origin or languages spoken) as a key learning resource

- Using flexible and inclusive approaches that appreciate and respect individual differences in knowledge, education and culture.

- ### Partnership Engagement

Engagement with partners is a key BCU priority which features strongly in the University's 2020 Strategic Plan. The partners include students, the professional bodies, the wider educational community and external stakeholders such as employers and cultural and social organisations. Through the partnership working, the University aspires to be recognised in the region as a collaborator supporting economic, social and cultural improvement in the region. The University sees students as partners in their learning and tries to involve students in every level of decision making within the University. Employers are particularly valued partners, advising the University on curriculum developments, providing internship and work experience opportunities for students and contributing to their learning and teaching activities. The University's overseas partnerships provide opportunities for the students to mix with other students from different countries and to gain different perspectives, as well as opportunities to undertake field trips and exchanges overseas.

BCU Graduate+

A new initiative, starting this University year in September, is the Birmingham City University Graduate+ programme. The programme encourages students to participate in a range of extra-curricular activities and specifically towards employability qualities and identified in the following attributes: Professional & Work Ready, Creative Problem-Solvers, Enterprising, Global Outlook.

This award is arranged into three different levels: Bronze, Silver and Gold Awards. The award is evidence based to encourage you to progress through the levels from attending and exploring experiences through to challenging and stretching experiences. You can check their own progress and development with evidence of skills you have developed through the activities

Programme Specification

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Level 6 Core Modules	Contract Practice	Services and Energy Performance	Individual Honours Project	Project Management	Professionalism & Citizenship
Credit level (ECTS value)	20	20	40	20	20
Study Time (%) S/DI/PL	S 24% DI 76% PL %	S 24% DI 76% PL %	S 24% DI 76% PL %	S 24% DI 76% PL %	S 24% DI 76% PL %
Assessment method	100% Coursework - Portfolio	100% Coursework - Portfolio	100% Coursework	100% Coursework - Portfolio	Portfolio: Group presentation **(75%)** Individual reflective self-evaluation "essay" **(25%)**
Assessment scope	100% Portfolio Coursework: Written portfolio equivalent to 3000 words This module may also offer an alternative assessment strategy for those who have successfully completed a placement year, at the end of level 5 and actively participated within a contract team.	100% Portfolio Coursework: Four tasks - Written portfolio including presentations equivalent to 3000 words	Reports, presentation and supporting materials equivalent to 10,000 words	100% Portfolio Coursework: Two tasks - Written portfolio equivalent to 3000 words This module also offers an alternative assessment strategy for those engaging in a relevant study abroad programme or those who successfully completed a placement year, at the end of level 5 who actively participated within a project management capacity.	Group presentation (20 minutes, 75% of module). Teams will have a clear mechanism for varying marks to low or high-performing members. Individual written submission equivalent to 1500 words
Assessment week	TBA	TBA	TBA	TBA	TBA
Feedback scope	<ins>Formative Assessment</ins> You will be presented with a series of seminar tasks to complete and present your findings in groups to have an opportunity to provide and receive feedback to/from your peers which can then be applied in completing assessment reports. <ins>Summative Assessment</ins> Written feedback will be provided on each report within 20 days of submission date.	Through a series of small scale workshop activities and seminar sessions weekly / fortnightly feedback sessions both individual and peer groups. Seminar session feedback will be handwritten during the seminar sessions or by email where an intermediate submission via moodle. Students will also be expected to make their own notes during feedback seminars. The final submission will receive written feedback within 20 days.	Your supervisor is responsible for providing assistance, and monitoring progress through to completion of the project. Regular feedback on your work in progress will be provided by the supervisor. This may occur during group or individual tutorials, via email, telephone or online. Feedback may also be provided by peers, other members of staff or professional practitioners with an interest in the topic.	<ins>Formative Assessment</ins> You will be presented with a series of seminar tasks to complete and present your findings in groups to have an opportunity to provide and receive feedback to/from your peers which can then be applied in completing assessment reports. <ins>Summative Assessment</ins> Written feedback will be provided on each report within 20 days of submission date.	Formative feedback through tutor support at workshops, group/individual tutorials. Summative written feedback, with opportunity for individual verbal discussion if requested.

			Written feedback on the final project outcome will be provided by your supervisor within 20 days of submission deadline.		
Delivery mode	Reading outside of the delivery Classroom delivery Seminar discussion	Reading outside of the delivery Classroom delivery Seminar discussion	Reading outside of the delivery Classroom delivery Supervisor meetings Lab sessions	Reading outside of the delivery Classroom delivery Seminar discussion	Reading outside of the delivery Classroom delivery Seminar discussion
Learning Outcomes	Critically appraise and reflect upon the choice of contract in comparison to the a given alternative	To demonstrate an understanding of the principles, characteristics and energy performance of equipment involved the design, specification and installation requirements for lifts, escalators, distributive and waste services to in a range of commercial and industrial buildings.	Plan a research informed project using appropriate literature and / or professional outputs	Learn how to use industry's standard project planning and control tools and techniques	Identify and effectively communicate successful strategies for coping with difficult contexts, such as vague initial specifications or a rapidly changing environment
	Demonstrate a working knowledge of contract clauses and acknowledge the responsibilities and obligations of those involved in the application of the contract	To evaluate the challenges associated with the integration, accommodation and access for maintenance of mechanical and electrical services into a variety of commercial and industrial buildings	Design an artefact using appropriate techniques and tools	Develop a critical understanding of complexity and uncertainty inherent in construction projects	Provide reasoned advice and guidance contributing to a group presentation that demonstrates synthesised appraisal of multi-disciplinary stakeholders' priorities
	Evaluate processes and procedures to be adhered to within the contract	To demonstrate through practical application an understanding of the contextual environment, physical, economic and technological, as relates to energy performance.	Implement a design to produce an artefact using appropriate techniques	Develop an operational understanding of various project management perspectives which need to be simultaneously in order to deal with complexity and uncertainty inherent in construction projects.	Develop a critical appreciation of consultancy and professionalism, and its strategic significance for an organisation's management and development
	Discuss the different methods of dispute resolution	To evaluate the challenges associated with the integration of environmental technology into sustainable building solutions.	Critically evaluate the implementation of the artefact and the overall project		Demonstrate continuing professional development through engagement with the relevant professional body membership routes or requirements
			Assemble and organise information to successfully communicate the results and findings of the project.		

Programme Aim Links	1☑ 2☑ 3☑ 4☑ 5	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5	1☑ 2☑ 3☑ 4☑ 5☑	1☑ 2☑ 3☑ 4☑ 5☑
Linked PSRB (if appropriate)	Accredited by the CIOB and RICS	Accredited by the CIOB and RICS	Accredited by the CIOB and RICS	Accredited by the CIOB and RICS	Accredited by the CIOB and RICS

Level 6 Programme				
Entry Requirements and pre-requisites, co-requisites & exclusions	Accreditation of Prior Experience or Learning (APEL)	Study Time Breakdown		Exit award(s)
Successful completion of Level 5 Learning Outcomes.	Students who wish to APEL should contact the programme lead to discuss their prior experience or learning. Subject to discussion and appropriateness of the APEL request, the applicant will need to submit an application through the Faculty APEL application process.	**Scheduled** learning and teaching activities (including time constrained blended or directed tasks, pre-sessional and post-sessional tasks)	17%	Bachelor of Science in Construction Management
		Guided Independent learning (including non-time constrained blended tasks & reading and assessment preparation)	83%	
		Placement (including external activity and study abroad)	0%	
		Impact of options (indicate if/how optional choices will have a significant impact)	N/A	

Additional Information
The Construction Management programme is developed with full cognisance of the CIOB and RICS and as such are accredited by the CIOB and RICS. This programme will be included in future accreditation events. Relevant subject benchmark statements and other external reference points used to inform programme outcomes are the QAA Benchmark statement for Land, Construction, Real Estate and Surveying 2016.