# University of Huddersfield

# Programme Specification

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| 1 | Awarding institution/body | University of Huddersfield |
| **2** | **Teaching institution**  | University of Huddersfield |
| **3** | **School and Department** | School of Arts and HumanitiesDepartment of Design and the Built Environment |
| **4** | **Course accredited by** |  |
| **5** | **Mode of delivery** | Full-time or sandwich |
| 6 | Final Award | BSc (Hons)  |
| 7 | Course title | Construction Project Management |
| 8 | UCAS code |  |
| **9** | **Subject benchmark statement** | QAA Benchmark statement - **Land, Construction, Real Estate and Surveying - 2019** |
| 10 | Date of Programme Specification Approval | July 2023 |

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| **11** |  **Educational Aims of the Course** |
|  | Construction project managers play a key role in ensuring the effective translation of building design into completed projects. This involves the co-ordination of various professions and trades including clients, users, designers and contractors to ensure successful project outcomes, considering project complexity as well as time and cost constraints.  |
|  | The course will provide students with the technical knowledge of materials and building processes, an understanding of logistics and planning together with the management and financial skills necessary for a challenging career in the construction industry. Students will develop their understanding of the diverse stages of construction projects, from the development of the client’s brief through to design, procurement, construction and operations, and maintenance of built assets.  |
|  | Students will also develop excellent leadership skills, as well as skills in Lean Construction and Building Information Modelling (BIM), to deal with the complexities of collaborative projects with an understanding of the regulatory environment and investment decisions. The course has a particular focus on digital technologies, which are embedded throughout the course, ensuring students are at the cutting edge of the modern construction environment and equipped with necessary skills to respond to the UK government mandate on BIM by 2016.  |
|  | The course content has been developed in accordance with the requirements of the Royal Institute of Chartered Surveyors (RICS) and Chartered Institute of Building (CIOB) for the purpose of accreditation. For the final award, the student will achieve academic and professional standards as laid-out in the QAA Benchmark Statement relevant to Construction, Property and Surveying, RICS professional requirements and CIOB education framework. |
|  | The aims of the programme are:* To provide knowledge and understanding of construction project management practices and approaches, including traditional and Lean Construction based approaches
* To develop the ability to respond to project challenges in terms of value, costs and schedule, thereby presented in a highly competent and creative manner
* To provide a thorough grounding on relevant management skills necessary to deliver value to clients
* To analyse and evaluate the technical, professional and administrative issues in the context of construction project management
* To equip students with the latest digital technology skills emerged in the construction industry, including Building Information Modelling (BIM), and an understanding of how it impacts construction project management practices
* To critically evaluate practices related to the management of resources throughout the life-cycle of a construction project
* To encourage students to develop transferable skills through the evaluation and application of knowledge and understanding in the area of construction project management.
* To recognise the standards of professionalism required by the industry, and prepare students to competently operate within the industry and qualify as full members of professional bodies, such as RICS and CIOB.
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| **12** | **Intended Learning Outcomes** |
|  | The course provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:(see appendix for module mapping). |

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| ***Knowledge and Understanding*** |
| 1. The key concepts, theories and principles used in construction project management, including construction processes, techniques and materials; physical and financial appraisal of buildings; legal principles; economic theory; performance of buildings; resource management; whole life value and the application of business management theories (F, I, H)
2. Traditional and innovative methods of building construction, adaptation, retrofit and deconstruction (I)
3. The context in which building, construction project management processes operate, including the legal; business; social; economic; health and safety; security; cultural; technological; physical; environmental; and global influences on its specialism (F, I, H)
4. Experience of the digital technologies and BIM tools that supports construction project management functions (F, I, H)
5. The regulatory systems within which construction project management professions operate, for example, the planning and building control systems and their implications  (I, H)
6. Awareness of contemporary issues facing the profession and driving change within it, for example, Lean Construction and the sustainability/environmental agenda  (I, H)
7. Professional ethics, conflict avoidance/dispute resolution; ethics impact on the operation of the profession and their influence on society, communities and the stakeholders at large  (I, H)
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| ***Professional Practical Skills*** |
| 1. Critical evaluation of arguments and evidence and the application of these to construction project management contexts  (F, I, H)
2. Proficiency in the application of task management and problem solving (F, I, H)
3. Locate, extract and analyse data from multiple construction related sources, (F, I, H)
4. Use effectively project management related ICT tools (including BIM based tools)   (F, I, H)
5. Gather and summarise legal and other documents, citing evidence and make judgements. (F, I, H)
6. Produce professional reports in accordance with published conventions and/or client expectations, including executive summaries  (F, I, H)
7. Demonstrate understanding of the significance of professional ethics and accountability.  (I, H)
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| ***Transferrable/Key Skills*** |
| 1. Devise solutions to routine and unfamiliar problems, including collecting, analysing and interpreting data  (F, I, H)
2. Develop research skills to aid in the development of a cumulative element of original work  (F, I, H)
3. Work effectively with others within the context of a multidisciplinary team ( I, H)
4. Lead projects in a responsive and inclusive manner (I, H)
5. Transfer skills acquired to deal with complex situations and contexts (I,H)
6. Independent and self-managed learning such that they can analyse their own personal strengths and weaknesses and formulate strategies for improvement  (F, I, H)
7. Present quantitative and qualitative information, together with analysis, argument and commentary, in a form appropriate to the intended audience, including appropriate acknowledgement and referencing of sources  (F, I, H)
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| **13** | **Course Structures and Requirements, Levels, Modules, Credits and Awards:** |
| The structure of the course is three years full time study or four years full-time study (with placement). Upon satisfactory conclusion of all modules (a total of 360 credit points), the student will be eligible for the award of:BSc(Hons) Construction Project Management |
| The course is offered on a full-time basis leading to a degree with honours. Those who have successfully accumulated the required number of credits may, if they wish, terminate their studies at exit points with the corresponding named awards (see table 1). |
| **Progression** *The main progression points on the course will be at the end of Year 1 and 2. The student will not normally be allowed to progress until all modules in Years 1 and 2 respectively have been passed.* |

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| **Year 1 (120 credits)** *All the modules are at foundation level.* In the first year of the course, the students will be introduced to the basic knowledge of the Built Environment sector through a number of introductory modules. **TFA1011 Construction Business and Law** provides an overall understanding on how the construction industry works and lays the foundation for student to not only recognise their role within the construction process~~,~~ but also to recognise and appreciate the work of other professionals in a project and within the industry. In addition, English legal system will be introduced in the context of conducting business in construction.**TFA1016 Design and Construction Practice** aims at introducing students to various practices in the design and construction of facilities in the Built Environment. It focuses on the practical application of materials, components and systems to small-scale structures and buildings. It also provides students with an opportunity to apply technology to the design process along with developing understanding of the importance of architectural detailing in conjunction with appropriate construction methods. Laws & regulations related to design & construction of facilities such as planning permissions, building control and CDM Regulations will be discussed in this module.**TFA1015 Building Technology and Digital Communication** provides an introduction to the principles and practices of building technology, digital technologies, communication and representation in the context of architecture and construction. |
| The first year of the study is shared with BSc(Hons) Quantity Surveying and BSc(Hons) Architectural Technology courses in the department. Students will have the option to transfer among the courses at the end of year 1. |
| **Year 2 (120 credits)** *All modules are at Intermediate level.*In the second year of study, students will have the opportunity to apply the basic knowledge and understanding of construction industry from year one studies, and further develop their core competences required as a construction project manager through a set of taught modules and a collaborative project. **TIA1037 Building Technology and Digital Detailing** aims to deepen students understanding of the latest innovation in building technology theories and applications in relation to the three parallel strands of Structures, Building Fabric Design and Environmental Design.  It also aims to develop advanced skills in digital modelling, detailing, analysis and simulation. It will enable students to have the competence to work in a BIM based digital environment for any design and construction project.  **TIA1036 Project Planning and Finance** is aimed at preparing students to manage projects within the Built Environment sector through the use of advanced planning and control techniques. Both traditional project management and planning techniques and new, lean construction-based approaches will be discussed. Students will also explore cost control and financial management strategies within the design and construction process and examine the process of setting, controlling, and monitoring of cost / financial objectives during the project life cycle including the appraisal of building design in economic terms.**TIA1029 Collaborative Project - Built Environment** allows students to work with others from closely-related disciplines and practitioners from industry to take a multi-disciplinary approach on a project reflecting real life practice in the industry. |
| **Optional Placement Year 3** **(120s credits)** Supported through placement preparation in Year 2, with opportunities advertised through the schools’ Placement Unit most students elect to undertake this optional placement year.  |
| The placement experience contributes considerably to the potential success of the student both in the final year of their studies and upon graduation, developing their professional practice, confidence and personal awareness. This placement year can consist of: |
| * A 48 week placement, with a minimum of 36 weeks, within a commercial setting. The Architecture and 3D Department has a long track record of providing excellent paid placements within Architecture, Design and the Built Environment; we have strong links with a variety of placement providers to suit a broad range of skills and potential career aspirations in the UK and abroad.
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| **Year 4 (120 credits)** *All modules are at Honours level* |
| Year 4 of the course is centred around specialisms, whereby the students will be given the opportunity to learn more advanced concepts and specialised subjects within the field of Construction Project Management, but also prepare them to work professionally within the construction industry. **THA1043 Procurement and Contract Administration** examines the principal types of procurement systems and associated standard form of contracts used in the UK construction market and internationally. In addition, it explores the fundamental procedures related to construction contract administration using the commonly used standard form of contracts. In addition, students will gain the specialised knowledge in procedures and principles related to construction dispute resolution such as arbitration and litigation |
| **THA1030 Professional Practice** module aims to consolidate the prior learning of students and to enhance their level of preparedness to meet the standards required for professional practice and career development within the construction industry. As a part of this intended preparedness, this module will also focus on professional ethics related to the construction project management profession. As such, this module will also partially address the expressed requirements of professional institutions, so that future practitioners should have a fuller understanding and awareness of business and commercial matters and the enterprise characteristics of the profession. Within the **THA1042 Lean and Sustainability** module students will get a good understanding about the issues related to sustainable construction, explore the concept of sustainability in detail and link that to building performance, environmental concerns and regulatory measures. Students will also learn advanced Lean Construction theory and practices in this module, which will further ensure their readiness to work within the construction industry immediately after their graduation. In the final year, students who are following the B.Sc. (Hons) Construction Project Management course will complete a 40 credit research module titled **THA1032 Major Project**. Within this module, students will work independently (under the guidance of an assigned supervisor) on a research topic related to their profession. Having completed this module, the student will be able to identify and justify a research problem, complete a thorough literature review, understand, select and justify appropriate research methods, collect and analyse primary and / or secondary data using various techniques and to draw logical conclusions based on the results of an analysis. |

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| **TABLE 1: Credits and Awards: BSc (Hons) Construction Project Management** |
| **Year** | **Modules** | **Credits** | **Award** |
| 1 | TFA1011 Construction Business and Law (T1 &T2)TFA1016 Design and Construction Practice (T1 &T2)TFA1015 Building Technology and Digital Communication (T1 &T2) | 404040 | **120 credits: Certificate of Higher Education** inConstruction  |
| 2 | TIA1029 Collaborative Project - Built Environment (T1 &T2)TIA1036 Project Planning and Finance (T1 &T2)TIA1037 Building Technology and Digital Detailing (T1 &T2) | 404040 | **240 credits: Diploma of Higher Education** inConstruction  |
| 3 | TST1525 School of Art, Design and Architecture Placement | 120S | **240 + 120 ‘S’ credits****Sandwich Award****Diploma of Higher Education in** Construction  |
| 4 | THA1043 Procurement and Contract Administration (T1)THA1030 Professional Practice (T2)THA1042 Lean and Sustainability (T1 &T2)THA1032 Major Project (T1 &T2) | 20204040 | **300 credits: Bachelor Degree**BSc Construction Project Management**360 credits: Honours Degree**BSc (Hons) Construction Project Management**480 credits: Honours Degree Sandwich Award**BSc (Hons) Construction Project Management |

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| The mode of study is full time commencing September with the Main Course Assessment Board taking place in June. For students taking a Sandwich year, marks will go to a Course Assessment Board after the opportunity for a minimum of a 36-week placement has been concluded.Assessment regulations are as detailed in the University of Huddersfield Handbook of Regulations for Awards and Student Handbook of Regulations.In a course leading to the award of a degree with honours, classification will be in accordance with the University’s RegulationsThere are no compulsory modules, all modules are either core or optional. |

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| **14** | **Teaching, Learning and Assessment** |
| With the aim of providing the best possible teaching and learning experience to the students, this course is designed to create a vibrant teaching and research environment, supported by a staff team diverse in their experience and research interests. While developing core skills and the knowledge required to function as a construction project manager in the industry, students will be encouraged to develop innovative working practices through the use of modern ICT and other contemporary tools and processes. The ethos of the teaching and learning within this course is centered on the interrelationship between the theory, practice and the process. Theoretical aspects of construction project management are covered mainly during the taught classes and discussions whereas, the students are given the opportunity to put the learnt theories in to practice during the tutorial sessions and collaborative projects.  |
| In addition, all the students are actively encouraged to complete the sandwich placement year (3rd year) where they would get the opportunity to observe and participate in real world construction project management work practices. The interdisciplinary nature of the construction industry is mimicked within the learning environment (especially through the shared modules and collaborative projects) and the students will be encouraged to understand and appreciate the roles and contributions of other professionals within the construction industry.  |
| Diverse teaching and learning approaches are adopted throughout years in group and collaborative works for students aiming to make networking opportunities and learning from peer interaction possible. Also, the programme incorporates live projects where appropriate.  |
| The assessment process is considered a vital aspect of the learning development for both students and staff. Both formative and summative assessment are integrated in the all modules across the years.  A range of approaches to assessment are utilised on the course which are adjusted according to the context of the work and employed at points considered most beneficial to the students.  |
| All Year 1 modules are assessed through course work (detailed in the module specification documents), whereby the students demonstrate their depth and breadth of knowledge. This encourages deep learning which is vital to develop a good theoretical foundation to learn Construction project management practices. At the same time, this encourages self-directed learning, potentially helpful for students who are going through their transition from high school style learning to more independent learning. Second and third year assessments are a mixture of coursework based assessments and examinations, whereby students are not only tested for their in-depth subject knowledge but also for their ability to relate and apply their newly gained knowledge to various scenarios under time pressure. In addition to these two key methods, group assessments, peer assessments, individual and group presentations, exhibition style visual aids and portfolio of works are used in some of the modules as modes of assessments.  |
| The provision of appropriate feedback on student work as part of the formative assessment is considered in detail within the course design. Students will receive written feedback as part of all coursework. In addition, after releasing the feedback, the tutors will organise a drop-in session allowing discussions and clarifications where necessary. The tutors will also provide a verbal general feedback about the assignment in an in-class discussion. For examinations, after releasing the results, the tutors will provide a verbal general feedback to the class, and organise a drop in session allowing students to discuss their respective individual feedback if necessary.  |
| For the collaborative project, group feedback is provided verbally for each group after their respective group presentations. In addition, for the individual reports and portfolios, the students will receive written individual feedback. This will further be supported by a drop-in session for discussion. |
| Preparation for the optional (but highly encouraged) placement year encourages self-reflection and maintaining a placement diary, and this demonstrates the need for students to take responsibility for their own development. This further supports the student’s preparation for the final year of the course. |
| Student staff collaboration on research is guided by staff research interests, and facilitated through the THA1032 Major Project module offered in the final year (Honours level) of the course. Within this module, students are encouraged to design and conduct a research to address either industry based (possibly recognised during the placement year) or a theoretical problem leading to the betterment of the Construction project management profession. Students will have the freedom to select a topic of their interest and a supervisor will be allocated for each student to support their research. When allocating the supervisors, attention will be given to match the research interests of the staff members to the topics that students have selected. Within this module, sessions will be organised to support the students to improve their research skills. |
| Furthermore, this programme is aligned with our Innovative Design Lab (IDL), providing students with a unique opportunity to engage in activities and events led by a community of research active staff within the School. Researchers will provide valuable input into the modules on the programme. IDL incorporates research within the areas of Lean Construction and BIM. The development of research impacts on the content delivery and expertise on the programme, bringing research-led and practice-led activities together to reflect the aims and ambitions of the School of Art, Design and Architecture. |

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| **15** | **Support for Students and their Learning** |
| The University of Huddersfield provides a range of central facilities to support students as appropriate. The main facilities are as follows: |
| * Learning Centre (library and computing facilities) provides induction and ongoing support for all students;
* A distributed network of learning support units that are open to all students;
* Student Services provides specialist advice in the areas of careers, pastoral care, local child care facilities, counselling, welfare and immigration, and disability and runs the University Faith Centre. Where appropriate these services are extended to distance learning students’
* International Office provides help and support for all overseas students.
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| **Course Level Support** |
| * Induction packs sent to students prior to arrival at University followed by an induction programme for orientation and introducing study skills at the beginning of term.
* Student handbook and on-line module guides.
* Site visits (optional)
* Specialist PC & software applications
* Virtual learning environment
* Personal academic tutor system
* Peer mentorship schemes such as PAL (peer assisted learning) are used to offer friendly, impartial advice and assistance, by students, for students, answering the questions that are not always posed to the academics
* Academic Skills Tutor
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| **Personal Development Planning** |
| Personal development planning is inherent in all modules. The first year module TFA1011 Construction Business and Law will introduce the concept of PDP to the students and they will have opportunities to plan their development in subsequent years. This will enhance their learning and address issues in line with University policy on PDP and encourage independent active learning**.** The student records their reflectivethinkingrelevant to their own practice and the context in which it is situated at all levels of study in their formative and summative assignments. The Year Two module TIA1029 Collaborative Project - Built Environment will provide the opportunity for the students to further develop their individual PDP in a collaborative environment and team role identification. |
| Preparation for placement and career opportunities is delivered through modules at both the intermediate and honours level. Professional practice assignments in the THA1030 module in the final year, prepare the student to be confident and to promote themselves and their work in a professional and ethical manner within a construction project management practice in the industry. PDP activities will be facilitated through e-Learning mechanisms in place at the university (VLE).  |
| *Equal Opportunities*In admitting students, and in teaching and assessing them, the course operates in conformity with the University and School of Art, Design and Architecture’s policies on equal opportunities. |
| *Equality Act 2010*In admitting students, and in teaching and assessing them, the course operates in conformity with Precept 8 of the QAA Code of Practice for Disabled Students in line with the Equality Act (2010). The QAA Code of Practice (2010) and the Equality Act (2010) may be accessed through the following web page: <http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf>. |

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| **16** | **Criteria for Admission** |
| **16.1** The University of Huddersfield seeks and encourages applicants in order to widen participation, improve access and apply the principles of equal opportunities. We provide support for applicants who require additional assistance in order to select the right course of study and make a successful transition to studying at University. We encourage local, national and international applications. Further information for [International Students can be found on their website](http://www.hud.ac.uk/international). If you were educated outside the UK, you are required to have International English Language Testing System (IELTS) at a score of 6.0 with a minimum score of 6.0 in writing and a minimum of 5.5 in any single component. If you have alternative qualifications or do not meet the IELTS requirement we also offer a range of [Pre-Sessional English Programmes.](http://www.hud.ac.uk/international/pre-sessionalenglishprogramme/)**16.2** The University provides opportunities for the accreditation of prior learning (APL) as stated in [[Section 3 of the Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught/section-3/).](https://www.hud.ac.uk/policies/registry/awards-taught/section-c/) **16.3** The University’s general minimum entry requirements are specified in Section 1.5 of the [Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught/section-1/)**.** **16.4** Every person who applies for this course and meets the minimum entry requirement – regardless of any disability – will be given the same opportunity in the selection process. General advice and information regarding disability and the support the University can give can be found by contacting student services as follows:Telephone**:** 01484 472675Email: disability@hud.ac.ukFurther information is available on the [disability services website.](http://students.hud.ac.uk/wellbeing-disability-services/disabilityservices) Further advice on the specific skills and abilities needed to successfully undertake this course can be found by contacting the admissions tutor and by visiting our [course finder website page](http://www.hud.ac.uk/courses/).  |
| Candidates must be able to satisfy the general admissions requirements of the University of Huddersfield and the specific requirements of the course as follows:.Minimum 112-104 UCAS tariff points with at least 2 A levels as well as passes in five subjects at GCSE (including English and Math)  AND/OR A Scottish Certification of Education with passes in 5 subjects including passes in four subjects at the higher levelAND/OR National Diploma awarded by Ed Excel Foundation (formerly BTEC) in relevant subject area – Distinction, Distinction, MeritAND/OR The Irish Leaving Certificate with grades BBCC in 4 subjects at higher levelAND/OR An European Baccalaureate AND/OR An International Baccalaureate (26 points or above)AND/OR A national certificate awarded by Ed Excel Foundation (formerly BTEC) in relevant subject area Distinction or above and 1 A-level at grade B or above. AND/OR Qualifications deemed equivalent to the above |
| Exceptionally, applicants whose qualifications do not conform to the standard requirements may be admitted on the basis of appropriate prior learning or experience.A student seeking credit for advanced standing on the course under Section D3 of the University’s Regulations for Awards may claim accreditation for prior learning (APL) or for prior experiential learning (APEL) which is equivalent to that arising from relevant modules of study. The School Accreditation and Validation Panel (SAVP) will look at each applicant individually to assess whether the applicant has acquired the necessary skills and knowledge deemed appropriate to be granted credit where applicable on the course. **Mature and Overseas Students (considered on an individual basis)**Mature students with no or few formal qualifications will be considered for admission but will be expected to show their aptitude and suitability for the course. Applicants from non-English speaking countries will be required to demonstrate that they have a suitable level of English, which would normally be a qualification such as IELTS at grade 6 or above, or equivalent and at least 5.5 in each component.**Additional Course Requirements**N/A |
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| **17** | **Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning** |
| * The University’s Teaching and Learning Committee has the ultimate responsibility for quality and standards of teaching and learning in the University;
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| * Validation takes place under the University regulations and Quality Assurance Procedures for taught courses.
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| * Periodic subject area reviews take place on a rolling quinquennial programme and focus inter alia on the arrangements for quality assurance management and enhancement, assessment and teaching and learning opportunities, C & IT strategies, the articulation and assurance of standards, external examiner reports and evaluation, links with professional bodies, employers and other external organisations;
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| * University ensures that arrangements for approval, validation and quality assurance of collaborative provision are of the same level as those expected for campus-based courses;
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| * University strongly encourages student representation on all major committees within the University;
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| * Staff development priorities in the University are based on achieving excellence in learning, teaching and scholarship;
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| * Annual Evaluation of Courses is the responsibility of the School Board. The Course Committee prepares an annual evaluation report that includes information under the following headings:
* Outstanding issues from the previous year
* Student achievement
* Standards
* Student learning opportunities/experience
* Teaching and curriculum development
* Student applications/enrolment
* Management and resources
* Summary of actions required
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| * Reports are considered by the Annual Evaluation Committee, which includes a nominated representative of the University’s Teaching and Learning Committee. The School Board considers the minutes and identifies any actions required at School level. The School Board reports to the University’s Teaching and Learning Committee that, in turn, identifies any actions required at University level.
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| * Amendments to course and module documents are considered by the School Accreditation and Validation Panel.
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| * A Course Evaluation Questionnaire is distributed annually to students and the results considered by Course Committee
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| * School Teaching & Learning Committee oversees the development of teaching and learning in the school and offers small grants to staff to support research and innovation in teaching and learning
 |
| * The Student Panel meets twice a year and matters of concern are reported to the Course Committee.
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| * Each module is evaluated on an annual basis and a short report considered by the Course Committee
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| * Students are represented on Student Panel and on, Course, Student Council and School Board committees.
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| **18** | **Regulation of Assessment** |
| * Assessment regulations are as detailed in the University of Huddersfield Handbook of Regulations for Awards and Student Handbook of Regulations.

Students’ Handbook of Regulations:Regulations for taught students: <https://www.hud.ac.uk/policies/registry/regs-taught/> Regulations for awards: <https://www.hud.ac.uk/policies/registry/awards-taught/> Quality assurance procedures: <https://www.hud.ac.uk/policies/registry/qa-procedures/> General link for all regulations and quality assurance guidance:<http://www2.hud.ac.uk/registry/students_handbook.php> |
| * An overview of assessment details are provided in the Student Handbook and a full assessment brief provided within Module Guides.
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| Role of External Examiners* In relation to courses the role and responsibilities of External Examiners is to advise the Course Assessment Board with regard to standards and fairness of assessment and, when appropriate, to consider the results of individual students in the context of the University’s current regulations.
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| **19** | **Indicators of Quality and Standards** |
| Course validated by the University of Huddersfield in March, 2015 |
| **Conclusions on quality and standards**The panel was fully confident that the courses met the quality and standards requirements set by the University. |

**Please note: This specification provides a concise summary of the main features of the Course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.**

More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

**Key sources of information about the course can be found in:**

<http://www.hud.ac.uk/>

| **Learning Outcome Mapping to Modules****BSc (Hons) Construction Project Management** | F | F | F | I | I | I | H | H | H | H |
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| **TFA1015 Building Technology and Digital Communication (40)** | **TFA1011 Construction Business and Law (40)** | **TFA1016 Design and Construction Practice (40)** | **TIA1037 Building Technology and Digital Detailing (40)** | **TIA1036 Project Planning and Finance (40)** | **TIA1029 Collaborative project – Built Environment (40)** | **THA1043 Procurement and Admin (20)** | **THA1030 Professional Practice (20)** | **THA1032 Major Project (Dissertation) (40)** | **THA1042 Lean and Sustainability (40)** |
| **Knowledge and Understanding Outcomes**  |  |  |  |  |  |  |  |  |  |  |
| 1. The key concepts, theories and principles used in construction project management, including construction processes, techniques and materials; physical and financial appraisal of buildings; legal principles; economic theory; performance of buildings; resource management; whole life value and the application of business management theories (F, I, H)
 | • | • |  | • | • |  | • | • |  | • |
| A2. Traditional and innovative methods of building construction, adaptation, retrofit and deconstruction (I) |  |  | • | • |  | • | • |  |  |  |
| A3. The context in which building, construction project management processes operate, including the legal; business; social; economic; health and safety; security; cultural; technological; physical; environmental; and global influences on its specialism (F, I, H) |  | • | • | • | • | • | • | • | • | • |
| A4. Experience of the digital technologies and BIM tools that supports construction project management functions (F, I, H)  | • |  | • | • | • | • |  |  | • | • |
| A5. The regulatory systems within which construction project management professions operate, for example, the planning and building control systems and their implications  (I, H)  |  | • | • | • | • | • | • | • | • | • |
| A6. Awareness of contemporary issues facing the profession and driving change within it, for example, Lean Construction and the sustainability/environmental agenda  (I, H)  |  |  | • |  | • | • | • | • | • | • |
| A7. Professional ethics, conflict avoidance/dispute resolution; ethics impact on the operation of the profession and their influence on society, communities and the stakeholders at large  (I, H)  |  |  |  |  |  | • | • | • |  |  |
| **Professional / Practical Skills** |  |  |  |  |  |  |  |  |  |  |
| B1. Critical evaluation of arguments and evidence and the application of these to construction project management contexts  (F, I, H) |  | • |  |  | • | • | • |  |  | • |
| B2. Proficiency in the application of task management and problem solving (F, I, H) |  | • |  | • | • | • | • | • | • | • |
| B3. Locate, extract and analyse data from multiple construction related sources, (F, I, H) |  | • |  |  | • | • | • | • | • | • |
| B4. Use effectively project management related ICT tools (including BIM based tools)   (F, I, H) | • |  | • | • | • | • |  |  | • |  |
| B5. Gather and summarise legal and other documents, citing evidence and make judgements. (F, I, H) | • | • |  | • | • | • | • |  | • |  |
| B6. Produce professional reports in accordance with published conventions and/or client expectations, including executive summaries  (F, I, H) |  | • |  |  | • | • | • | • | • | • |
| B7. Demonstrate understanding of the significance of professional ethics and accountability.  (I, H) |  | • |  | • | • | • | • | • | • | • |
| **Transferable / Key Skills** |  |  |  |  |  |  |  |  |  |  |
| C1. Devise solutions to routine and unfamiliar problems, including collecting, analysing and interpreting data  (F, I, H) | • | • | • | • | • | • | • | • | • | • |
| C2. Develop research skills to aid in the development of a cumulative element of original work  (F, I, H) | • | • | • | • | • | • | • | • | • | • |
| C3. Work effectively with others within the context of a multidisciplinary team ( I, H) |  |  | • | • | • | • | • | • | • | • |
| C4. Lead projects in a responsive and inclusive manner (I, H) |  |  | • | • | • | • | • | • | • | • |
| C5. Transfer skills acquired to deal with complex situations and contexts (I,H) | • |  |  | • | • | • | • | • | • | • |
| C6. Independent and self-managed learning such that they can analyse their own personal strengths and weaknesses and formulate strategies for improvement  (F, I, H) | • | • | • | • | • | • | • | • | • | • |
| C7. Present quantitative and qualitative information, together with analysis, argument and commentary, in a form appropriate to the intended audience, including appropriate acknowledgement and referencing of sources  (F, I, H) |  | • | • |  | • | • |  | • | • | • |

| **Subject Benchmark Statement****Land, Construction, Real Estate and Surveying****QAA 2019 – BSc (Hons) Construction Project Management** | F | F | F | I | I | I | H | H | H | H |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TFA1015 Building Technology and Digital Communication (40)** | **TFA1011 Construction Business and Law (40)** | **TFA1016 Design and Construction Practice (40)** | **TIA1037 Building Technology and Digital Detailing (40)** | **TIA1036 Project Planning and Finance (40)** | **TIA1029 Collaborative project – Built Environment (40)** | **THA1043 Procurement and Contract Admin (20)** | **THA1030 Professional Practice (20)** | **THA1032 Major Project (40)** | **THA1042 Lean and Sustainability (40)** |
| **Benchmark Standards** |  |  |  |  |  |  |  |  |  |  |
| Demonstrate an understanding of the key concepts, theories and principles used in construction and the management of construction |  | • | • |  | • | • | • | • | • | • |
| Identify the appropriate stakeholders involved in the construction process and their relevant roles and responsibilities i |  | • |  |  | • | • |  | • |  |  |
| Describe the context in which the process of construction operates, including the legal, business, social, economic, health and safety, cultural, equality and inclusion, technological, physical, environmental and global influences, including the relationship to digital technologies | • | • | • | • | • | • | • | • |  | • |
| Recognise the collaborative linkages and interdisciplinary relationships between the functions of construction and the other disciplines of the built environment  |  | • | • |  |  | • | • |  |  | • |
| Recognise the various construction technologies and specialisms relevant to the construction of assets for lifetime performance | • |  | • | • |  |  |  |  |  |  |
| Recognise the appropriate generic and bespoke software that supports construction and digital construction  | • |  | • | • |  | • |  |  |  |  |
| Recognise the regulatory systems within which construction operates, including building and planning regulations  |  | • | • |  |  | • | • | • |  |  |
| Appreciate the importance of sustainability within the context of the built environment, including the quality of life theme | • | • |  | • |  | • |  |  |  | • |
| Recognise the importance of professional ethics, their impact on the operation of the profession and their influence on society, conflict avoidance/dispute resolution, communities and the stakeholders with whom they have contact |  | • |  |  |  | • |  | • |  |  |
| Demonstrate an understanding of the principles and processes that deliver an inclusive environment recognising the diversity of user needs by putting people (of all ages and abilities) at the heart of the construction management process. |  | • |  |  |  |  |  | • |  |  |
| **Intellectual skills** |  |  |  |  |  |  |  |  |  |  |
| apply knowledge from taught courses to solve problems  |  |  | • |  | • | • | • |  | • | • |
| demonstrate some understanding of subject-specific theories, paradigms, concepts and principles | • | • | • | • | • | • | • | • | • | • |
| demonstrate an ability to define and solve routine problems | • | • | • | • | • | • | • | • | • | • |
| collate, summarise and analyse information | • | • | • | • | • | • | • | • | • | • |
| integrate lines of evidence from a limited range of sources to support findings and hypotheses |  |  |  |  |  | • |  |  | • |  |
| demonstrate some ability to consider issues from a range of multidisciplinary and interdisciplinary perspectives | • | • | • | • | • | • |  | • | • |  |
| appraise academic literature and extract relevant points |  | • |  |  | ~~•~~ |  |  |  | • | • |
| **Practical skills** |  |  |  |  |  |  |  |  |  |  |
| plan, conduct and present an independent investigation with significant guidance  |  |  |  |  |  | • |  |  | • |  |
| relate investigations to some prior work and reference it appropriately | • | • | • | • | • | • | • | • | • | • |
| where appropriate, use laboratory and field equipment safely |  |  | • |  |  | • |  |  |  |  |
| apply a range of methods to solve problems |  |  | • |  | • | • | • |  | • | • |
| use appropriate technologies to address problems | • |  | • | • | • | • |  |  |  |  |
| where appropriate, describe and record in the field and laboratory |  |  |  |  |  | • |  |  | • |  |
| interpret practical results with guidance |  |  |  |  |  | • |  |  | • |  |
| present results of investigations in a number of formats |  |  |  |  |  | • |  |  | • |  |
| apply survey measurements and evaluation techniques as appropriate to the course |  |  | • |  |  | • |  |  |  |  |
| recognise and record visual information when on site or from graphical sources | • |  | • | • | • | • |  |  |  |  |
| apply professional judgement in drawing skills and knowledge together and applying them to real world problems |  |  | • |  | • | • |  |  |  |  |
| **Analytical and data interpretation skills** |  |  |  |  |  |  |  |  |  |  |
| recognise when information is incomplete  | • |  |  |  | • | • |  |  |  | • |
| appreciate risk |  | • |  |  | • | • | • | • |  |  |
| process and interpret data and information | • |  | • | • | • | • |  | • | • | • |
| critically appraise spatial data | • |  | • | • | • | • |  |  |  | • |
| solve basic numerical problems using appropriate techniques |  |  |  |  | • | • |  |  |  |  |
| undertake simple statistical analysis |  |  |  |  | • | • |  |  | • | • |
| select and apply appropriate methods of collecting, analysing, and synthesising data |  |  |  |  |  | • |  |  | • |  |
| appreciate the importance of intellectual property and its role within the innovation process. |  | • |  |  |  |  |  | • | • |  |
| **Communication skills** |  |  |  |  |  |  |  |  |  |  |
| communicate to a variety of audiences in appropriate written, graphical, electronic and verbal forms  | • |  | • | • | • | • | • | • | • | • |
| make contributions to group discussions  |  | • | • |  | • | • | • | • |  | • |
| watch, listen and respond to others  |  | • | • |  | • | • | • | • |  | • |
| negotiate and mediate with others  |  |  |  |  |  | • |  |  |  |  |
| use social media for communication.  |  | • |  |  |  |  |  | • |  |  |
| **Digital literacy skills** |  |  |  |  |  |  |  |  |  |  |
| use the internet for communication and information retrieval  | • | • | • | • | • | • | • | • | • | • |
| handle electronic information with guidance, applying appropriate techniques, digital tools and applications to support key subjects  |  |  | • |  | • | • |  | • | • |  |
| have an awareness of the safe, ethical and legal use of digital media  |  | • | • |  |  |  |  | • | • |  |
| demonstrate the application of information technology and digital tools and techniques to support key subjects.  |  |  | • |  | • | • |  |  |  |  |
| **Interpersonal and teamwork skills** |  |  |  |  |  |  |  |  |  |  |
| make a constructive contribution to teamwork  |  | • |  |  |  | • |  |  |  |  |
| identify individual goals  |  | • |  |  |  | • |  | • |  |  |
| recognise and respect the views of others |  | • |  |  |  | • |  | • |  |  |
| recognise equality, diversity and inclusion in all its forms |  | • |  |  |  | • |  | • |  |  |
| reflect on team performance.  |  |  |  |  |  | • |  |  |  |  |
| **Self-management and professional development skills** |  |  |  |  |  |  |  |  |  |  |
| recognise and be able to comment on the moral and ethical issues associated with the subject  |  | • |  |  |  | • |  | • |  |  |
| appreciate the need for professional codes of conduct |  | • |  |  |  | • |  | • |  |  |
| accept responsibility for their own learning |  | • |  |  |  | • |  | • |  |  |
| identify targets for personal, career and academic development  |  | • |  |  |  | • |  | • |  |  |
| be adaptable and have a flexible approach to study and work | • | • | • | • | • | • | • | • | • | • |
| develop skills necessary for self-managed, independent and lifelong learning | • | • | • | • | • | • | • | • | • | • |
| recognise personal strengths and weaknesses |  | • |  |  |  | • |  | • |  |  |

**Main Modules that deliver PDP Content**

THA1030 Professional Practice

**Final review**

TFA1011 Construction Business and Law

**Planning**

TIA1029

Collaborative Project – Built Environment

**Monitoring and update**

**Level F Level I Level H**

Being an industry-oriented course, Personal Development Planning (PDP) is an integral part of the B.Sc. Construction Project Management course. The students are not only expected to learn the theoretical aspects of the two Construction Project Management pathways, they are also expected to develop their skills set to prepare for the industry practice orientation. Identifying individual strengths and weaknesses helping / hindering the achievement of learning objectives of the course is important in planning the actions head. In this regard, students are expected to embark on a PDP process.

At the start, the students are expected to experience the broader scope of the chosen pathway. The TFA1011 Construction Business and Law module provide the basis for this as it will highlight the basic characteristics of each of the pathways. This is a Foundation level module (year 1) and the student will explore the basic knowledge and skills requirements to become a professional of the selected pathway. During this module, students are expected to undertake a self-evaluation using a SWOT analysis, which will form as the basis to identify the gaps in their skills to complete the course successfully. Accordingly, this module will facilitate the creation of the initial plan for their personal development.

As construction is a multi-disciplinary environment, teamwork is an essential part of all the professionals in the industry. The TIA1029 Collaborative Project - Built Environment module offered at the intermediate level is intended to mimic this multi-disciplinary environment. Within this module, the students will be asked to reflect on their progress with the PDP actions, and at the same time will be asked to reflect on their skills gaps in working within multi-disciplinary environment. Accordingly, this will serve as monitoring milestone for the PDPs as well as an opportunity to update / renew their PDP objectives and tasks. At the honors level the students are expected to work towards industry orientation and self-reflection is an integral part of this level. The THA1030 Professional Practice module offered at this level will provide the students to reflect deeply on their newly gained skills and knowledge and their relevance to the industry practice. The PDPs will be reviewed within this module and the final opportunities are provided to overcome any barriers to achieve the planned development goals in the PDPs.

**Other Modules that deliver PDP Content**

While the above modules explicitly facilitate the PDP process, all the other modules within the programme will provide stepping stones to achieve and revise development goals in individual development goals. For example, as the course progresses, it is likely that the students will develop their own interests in specialisations. The students are expected to keep the PDP as a live document, so that they can adjust their newly found interest in specialization in their development plans.

|  |  |  |  |  |  |
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| **Appendix 1** |  |  |  |  |  |
| **BS (Hons) Construction Project Management Course Structure from September 2023** |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Year 1 (Foundation) | Year 2 (Intermediate) | Final Year (Honours) |
| Term 1 | Term 2 | Term 1 | Term 2 | Term 1 | Term 2 |
| TFA1011 | TIA1029  | THA1043 | THA1030 |
| Construction Business and Law  | Collaborative Project - Built Environment | Procurement and Contract Administration | Professional Practice |
| 40 Credits  | 40 Credits | 20 Credits | 20 Credits |
| TFA1016 | TIA1036 | THA1042 |
| Design and Construction Practice | Project Planning and Finance  | Lean and Sustainability  |
| 40 Credits | 40 Credits | 40 Credits  |
| TFA1015 | TIA1037 | THA1032 |
| Building Technology and Digital Communication | Building Technology and Digital Detailing | Major Project |
| 40 Credits | 40 Credits | 40 Credits |

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**University of Huddersfield Graduate Attribute (HGA) Mapping to Modules**

| **Module code** | **HGA 1****Self-motivated** | **HGA 2****Commercially aware** | **HGA 3****Enterprising** | **HGA 4****Resilient** | **HGA 5****Effective collaborator** | **HGA 6****Confident leader** | **HGA 7****Globally & socially aware** | **HGA 8****Plans personal development**  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TFA1011** | x | x | x | x | x | x | x | x |
| **TFA1016** | x | x | x | x | x | x | x | x |
| **TFA1015** | x | x | x | x | x | x | x | x |
| **TIA1029** | x | x | x | x | x | x | x | x |
| **TIA1036** | x | x | x | x | x | x | x | x |
| **TIA1037** | x | x | x | x | x | x | x |  |
| **THA1043** | x | x | x | x | x | x | x | x |
| **THA1030** | x | x | x | x | x | x | x | x |
| **THA1042** | x | x | x | x | x | x | x | x |
| **THA1032** | x | x | x | x | x | x | x | x |

**Assessment Schedule**

Outline assessment schedule showing the nature and timing of summative assessments for all modules contributing to the course, including optional modules and identifying the very last submission point for the whole course:

| **Module Code** | **Assessment Task** | **Week number** | **Last Submission of course ()** |
| --- | --- | --- | --- |
| **TFA1011** | Task 1 Presentation (25%) | Term 1 - Wk 11 |  |
|  | Task 2 Report (75%) | Term 2 - Wk 11 |  |
| **TFA1016** | Task 1 Project work 1 (40%) | Term 1 - Wk 12 |  |
|  | Task 2 Project work 2 (60%) | Term 2 - Wk 12 |  |
| **TFA1015** | Task 1 In class test (30%) | Term 1 Wk 10 |  |
|  | Task 2 Tutorial Portfolio (10%)  | Term 2 Wk 10 |  |
|  | Task 3 Technology Portfolio (60%) | Term 2 Wk 13 |  |
| **TIA1029** | Task 1 Presentation (15%) | Term 1 Wk 9 |  |
|  | Task 2 Presentation (15%) | Term 2 Wk 11 |  |
|  | Task 3 Portfolio (70%) | Term 2 Wk 13 |  |
| **TIA1036** | Task 1 Project Work 1 (35%) | Term 1 Wk 10 |  |
|  | Task 2 Project Work 2 (40%) | Term 2 Wk 12 |  |
|  | Task 3 Exam (25%) | Term 2 Exam Week |  |
| **TIA1037** | Task 1 In class Test (30%) | Term 1 Wk 11 |  |
|  | Task 2 Tutorial Portfolio (10%) | Term 2 Wk 10 |  |
|  | Task 3 Technology Portfolio (60%) | Term 2 Wk 12 |  |
| **THA1043** | Task 1 Report (50%) | Term 1 Wk 6 |  |
|  | Task 2 Exam (50%) | Term 1 Exam Week |  |
| **THA1030** | Task 1 Portfolio (100%) | Term 2 Wk 12 |  |
| **THA1042** | Task 1 Written Assignment 1 (50%) | Term 1 Wk 7 |  |
|  | Task 2 In-class Test (10%) | Term 2 Wk 7 |  |
|  | Task 3Written Assignment 3 (40%) | Term 2 Wk 11 |  |
| **THA1032** | Task 1 Report (20%) | Term 1 Wk 12 |  |
|  | Task 2 Presentation (10%) | Term 2 Wk 11 |  |
|  | Task 3 Dissertation (70%) | Term 2 Wk 13 | Last submission  |

**CAB Model**

| **Model**  | **Mode of Study** | **Course Start Month** | **Length before Main CAB** | **Expected Month for Main CAB** |
| --- | --- | --- | --- | --- |
| A | UGT FT | September | 9 months | June |