PROGRAMME SPECIFICATION

Bachelor of Science with Honours in Construction Management

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
JACS Code	K220
Programme Duration	Part-Time: 5 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Land, Construction, Real Estate and Surveying (2019)
Programme accredited by	Royal Institution of Chartered Surveyors (RICS)
Description of accreditation	RICS - http://www.ricscourses.org/Course/ Accredited by the Royal Institution of Chartered Surveyors (RICS) for the purpose of graduate membership
Validated target and alternative exit awards	Bachelor of Science with Honours in Construction Management Diploma of Higher Education in Construction Management Certificate of Higher Education in Construction Management
Programme Leader	Ali Rostami

Educational aims of the programme

This programme is for Degree Apprenticeship students.

To provide students with an international, national and local understanding and appreciation of the professional discipline of Construction Management and the role it has within the Architecture, Engineering and Construction sector. Construction management graduates are primarily concerned with the management of the building production process to ensure that projects of all kinds are completed safely, on time and within budget. They need to have the core skills both in hard and soft areas such as using industry standard software/equipment and leadership, collaboration in teamwork and communication skills.

To provide fundamental knowledge in meeting the Competency requirements for the RICS Project Management Pathway and the following themes as prescribed by the CIOB Education Framework: Construction Technology, Process Management, Sustainability, the Construction Environment, Health, Safety and Wellbeing, Ethics and Professionalism and the Dissertation/Research Project.

To provide a well-balanced education which allows the student to achieve their full academic potential at first degree level and in doing so to facilitate the development of independent logical thought and judgement.

To enable the student to develop their intellectual, critical, analytical and reflective thinking within an evidence and research based framework associated with the role of a construction professional.

To produce a basis for general professional experience and to encourage a consciousness of the professional, business and commercial environment considering all regulatory aspects and working in an inclusive environment.

To provide the framework within which students can achieve the level of attainment, appropriate to their abilities in the context of the programme of study that provides recognition of that level.

To develop skills to ensure that the graduate will operate within a sound Health and Safety framework as provided by the regulatory framework of the industry.

To develop awareness of all aspects of sustainability to ensure that graduates operate responsibly within their chosen discipline, and make positive choices in this context.

To encourage students to develop self-awareness in personal development, inclusivity, employability skills and

career planning.

To facilitate the development of transferable and employability skills and an awareness of the need to plan, develop and record lifelong learning.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

A student who is eligible for this award will be able to:

Demonstrate knowledge of the underlying concepts and principles associated with Construction Management, and an ability to evaluate and interpret these within the context of that area of study.

Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts on Construction Management.

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education

A student who is eligible for this award will be able to:

Demonstrate knowledge and critical understanding of the well-established principles of Construction Management, and of the way in which those principles have developed an ability to apply underlying concepts and principles outside the context in which they were first studies, including where appropriate, the application of those principles in an employment context.

Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to Construction Management and the ability to evaluate critically the appropriateness of different approaches to solving problems in Construction Management.

Demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Target award Learning Outcomes - Bachelor of Science with Honours

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Demonstrate knowledge and understanding of 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.

2. Demonstrate knowledge and understanding of the implications the construction process can have on its surroundings considering aspects of health and safety, the environment and the public.

3. Have an appreciation for the technology and science associated with the structure, materials and services associated with buildings.

4. Demonstrate knowledge and understanding of procurement and contracts associated with the construction process.

5. Have a comprehensive knowledge and understanding of the role of a construction manager considering all aspects of project management including planning, control, quality, sustainability, cost, risk and health, safety and welfare.

6. Have a comprehensive knowledge and understanding of strategic construction project management considering stakeholders within the project lifecycle.

7. Demonstrate knowledge and understanding of business management within the construction sector including Equality, Diversity, Inclusivity, Professionalism and Ethics.

8. Demonstrate knowledge and understanding of the building lifecycle process including lifecycle costing and maintenance management.

9. Demonstrate knowledge and understanding of professional competencies of a Construction Manager.

10. Demonstrate knowledge and application of research design and methodology, leading to the undertaking of a significant independent research project.

11. Demonstrate a knowledge and application of industry standard software and equipment utilised within the construction management role and digital construction.

12. Demonstrate knowledge and application of construction management skills within a collaborative multidisciplinary project environment.

13. 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.

14. Apply construction project management and planning skills within industrial contexts within the UK and global market.

15. Analyse, synthesise and evaluate information from a range of sources to solve problems and support findings or hypotheses.

16. Reason, negotiate and discriminate critically and articulate and engage in intellectual debate in teams and as an independent thinker.

17. Reflect on situations, oneself and on their lifelong learning and development.

18. Use appropriate techniques and equipment, including digital technologies for undertaking practical field survey work.

19. Complete experimental laboratory work.

20. Use appropriate techniques, digital tools and applications in construction management projects.

21. Work collaboratively within construction project environments recognising equality, diversity and inclusion in all its forms.

22. Use scientific evidence based and appropriate mathematical methods in the analysing and solution of construction management problems and present in a variety of ways.

23. Use both general and industry standard digital tools with an awareness of the safe, ethical and legal use of digital media.

24. Effectively communicate, through a variety of media.

25. Manage time and resources.

26. Appreciate and be aware of the needs of others and create good working relationships through teamwork and leadership. Integrate lines of evidence from a range of sources to support findings or hypotheses.

27. Take a leading role in commerce and industry in a range of situations.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Lectures, tutorials, problem solving sessions, seminars, workshops, laboratory and computer sessions, field work, participation in group projects and individual investigational/research project. A blended learning approach will be taken on some modules with online asynchronistic (recorded) lectures used.

Unseen examinations, assignments, preparation of reports, design tasks, oral presentations, workshops, peer review, computer-based exercises, work placement reports (if applicable).

Programme structure - programme rules and modules

Year 1 - 4346BEUG, 4345BEUG, 4325BEUG

Year 2 - 4324BEUG, 4323BEUG, 4321BEUG

Year 3 - 5351BEUG, 5315BEUG, 5327BEUG, 5328BEUG

Year 4 - 5329BEUG, 6327BEUG, 5325BEUG, 6325BEUG,

Year 5 - 6328BEUG, 6329BEUG, 6300BEUG

Those students that enrolled before 22/23 will take the following modules each year until they complete the award.

Year 2 – 4203BEUG, 4201BEUG, 4220BEUG

Year 3 - 5200BEUG, 5220BEUG, 5219BEUG, 5226BEUG

Year 4 - 5210BEUG, 6220BEUG, 5203BEUG, 5229BEUG, 6203BEUG

Year 5 - 6200BEUG, 6230BEUG, 6219BEUG, 6227BEUG

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
6300BEUG Construction Research Project (40 credits)		120 core credits at level 6 0 option credits at level 6

6325BEUG Project Lifecycle Management (20 credits) 6327BEUG Construction Site Management (20 credits) 6328BEUG Business Management (20 credits) 6329BEUG Work Based Project 3 (20 credits)		

Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5315BEUG Procurement and Tendering (20 credits) 5325BEUG Work Based Project 2 (20 credits) 5327BEUG Geomatics (20 credits) 5328BEUG Site Production Management (20 credits) 5329BEUG Construction Contracts (20 credits) 5351BEUG Construction Technology 2 (20 credits)		120 core credits at level 5 0 option credits at level 5

Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4321BEUG Work Based Project 1 (20 credits) 4323BEUG Introduction to Law (20 credits) 4324BEUG Principles of Economics and Management (20 credits) 4325BEUG Science and Materials (20 credits) 4345BEUG Professional Competencies of a Construction Manager (20 credits) 4346BEUG Construction Technology 1 (20 credits)		120 core credits at level 4 0 option credits at level 4

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework

Opportunities for work-related learning (location and nature of activities)

Work related learning is included within the programme, so students will have the opportunity to engage in real work projects and activities. In doing so, students will be able to apply their knowledge and employability skills in a 'world of work' context.

Having experience of the workplace and current issues is incredibly valuable in developing career aims and when applying for future employment.

Work-related learning may take different forms, the most common being: work placements, internships, simulations of workplace activity and employer-driven case studies. As part time students, the application of their work experience is expected to applied in differing work contexts through simulations and scenario based assessments.

The programme has active links with industry and involves employers in the collaborative projects at each level

of the programme. Real world case studies are used wherever possible.

Criteria for admission

A/AS Level
104 UCAS points: minimum two A2 levels

BTEC National Diploma
Level 4: 104 points

AVCE
104 points: minimum two A2 levels

Irish Leaving Certificate
Level 4: 104 UCAS points; minimum 3 subjects at Higher level

Scottish Higher
Level 4: 104 UCAS points; minimum 2 subjects at Advanced Higher level

International Baccalaureate
Level 4: 104 UCAS points

Access
Level 4: 104 UCAS points

Higher national diploma
HNC/HND (Non-cognate) Level 4 Entry: Pass

HNC/HND (Cognate) Level 4 Entry: Pass

HNC/HND (Cognate) Level 5 Entry: Pass

Other
Foundation Degree (cognate)

Level 4: 240 credits, mean less than 50%

Level 5: 240 credits, mean 50% or more

Prior to starting the programme applicants must have obtained Grade C or Grade 4 or above in English Language and Mathematics GCSE or an approved alternative qualification.

Applicants and their Employers may be interviewed as part of the entry requirements to ensure they are both able to meet the requirements/obligations of the Chartered Surveyor (Degree) Apprenticeship Standard.

Mature entry
Mature students can be awarded entry if the Programme's Admissions Tutor deems them suitable. The definition of a mature student is not age related but is related to experience in the industry.

In exceptional circumstances, candidates with non-standard qualifications, may qualify for entry to the course on the basis of considerable relevant experience.

Overseas qualifications
Overseas student applicants must have the equivalent qualifications as UK students. In addition they must have achieved an IELTS score of at least 6 with at least 5.5 in each component for non UK/EU students.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.

- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme 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, teaching, learning and assessment methods of each module can be found in module and programme guides.