

PROGRAMME SPECIFICATION

Higher National Certificate in Construction & Property

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
JACS Code	K200
Programme Duration	Part-Time: 2 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Land, Construction, Real Estate & Surveying (Oct 2016)
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Higher National Certificate in Construction & Property
Programme Leader	Sarah Buxbaum

Educational aims of the programme

To prepare students for a range of technical, professional and management careers in construction and the built environment with a common core of study applicable to the sector.

To provide a choice of specialist studies appropriate to the main career disciplines within the built environment.

To enable students to make an immediate contribution in employment in the construction and built environment sector

To provide students with flexibility, knowledge, understanding, skills and motivation as a basis for progression to graduate and postgraduate studies

To develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life

To provide a significant education base for progression to membership of professional bodies in the construction and built environment sector

Target award Learning Outcomes - Higher National Certificate

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. Understand the nature of the construction and property sector in the UK economy, and identify the role and purpose of different professional disciplines within the sector.
2. Understand the range of processes and techniques involved in the construction of low rise buildings
3. Understand and apply design and environmental principles and procedures in relation to the construction and property sector
4. Demonstrate specialist knowledge with reference to one of the following Built Environment disciplines: Construction Management; Quantity Surveying; Building Surveying; Facilities Management; Real Estate Management; Architectural Technology or Architectural Engineering
5. Locate, extract, read and use appropriate literature drawn from multiple sources with a full and critical understanding
6. Design, plan, conduct and report investigations and research to solve problems and communicate the results.
7. Think independently and seek solutions to routine and unfamiliar problems through the analysis and synthesis of a range of concepts, knowledge and skills

8. Apply subject-specific knowledge and skills to practical construction and property related situations.
9. Identify suitable building materials for low rise construction projects.
10. Research for information for the development and appraisal of ideas and solutions.
11. Use and apply relevant IT software and media appropriate for the construction and property sector.
12. Develop an understanding of the interdisciplinary nature of construction and of the skills required to work in teams.
13. Analyse and present data in a variety of ways.
14. Apply creativity and innovation in construction and property projects.
15. Effectively communicate using different methods in a form appropriate to the intended audience.
16. Demonstrate teamwork and where appropriate leadership skills.
17. Undertake further guided learning in a built environment discipline.

Teaching, Learning and Assessment

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

Lectures, tutorials, workshops, off-site learning activities.

Examinations, assignments, preparation of reports, design tasks, oral presentations.

Lectures, tutorials, workshops, participation in a group project.

Examinations, assignments, oral presentations.

Lectures, tutorials, problem-solving sessions, workshops, off-site learning activities, participation in group projects and individual research for projects.

Assignments, preparation of reports, design tasks, oral presentations.

Lectures, tutorials, workshops, participation in a group project.

Assignments, preparation of reports, design tasks, oral presentations, reflective exercises.

Programme structure - programme rules and modules

Students completing the programme on part-time mode of attendance will normally study three modules (60 credits) per year. Modules studied in Part-time Year One will normally be core modules 4222BEUG and 4224BEUG plus either 4226BEUG or 4221BEUG depending on which Pathway students enrol on. Modules studied in Part-time Year Two will normally be core modules 4223BEUG and 4225BEUG plus one option module depending on which Pathway students enrol on.

On successful completion of the HNC students may progress to Level 4 or 5 of a degree programme offered within the Department of the Built Environment subject to meeting the entry requirements of that programme and the selected HNC pathway. There are 6 different pathways to achieve the target award: the Construction Pathway, the Quantity Surveying Pathway, the Real Estate Management Pathway, the Building Surveying (including Architectural Technology) Pathway, the Facilities Management Pathway and the Architectural Engineering Pathway. Students will undertake four core modules and two optional modules dependent on which pathway they choose. The choice of pathway will influence the choice of degree programme a student can progress to.

Modules comprising the Construction pathway are: 4222BEUG, 4223BEUG, 4224BEUG, 4225BEUG, 4226BEUG and 4220BEUG.

Modules comprising the Quantity Surveying pathway are: 4222BEUG, 4223BEUG, 4224BEUG, 4225BEUG, 4226BEUG and 4212BEUG.

Modules comprising the Real Estate Management pathway are: 4222BEUG, 4223BEUG, 4224BEUG, 4225BEUG, 4226BEUG and 4218BEUG.

Modules comprising the Building Surveying pathway are: 4222BEUG, 4223BEUG, 4224BEUG, 4225BEUG, 4226BEUG and 4206BEUG.

Modules comprising the Facilities Management pathway are: 4222BEUG, 4223BEUG, 4224BEUG, 4225BEUG,

4226BEUG and 4209BEUG.

Modules comprising the Architectural Engineering pathway are: 4222BEUG, 4223BEUG, 4224BEUG, 4225BEUG, 4221BEUG and 4216BEUG.

Level 4	Potential Awards on completion	Higher National Certificate
Core	Option	Award Requirements
4222BEUG BUILT ENVIRONMENT PRACTICE (20 credits) 4223BEUG CONSTRUCTION TECHNOLOGY AND MATERIALS (20 credits) 4224BEUG DESIGN AND ENVIRONMENTAL PROCEDURES (20 credits) 4225BEUG INTEGRATIVE PROJECT (20 credits)	4206BEUG DESIGN AND SPECIFICATION (20 credits) 4209BEUG THE WORKPLACE ENVIRONMENT (20 credits) 4212BEUG MEASUREMENT AND COSTING (20 credits) 4216BEUG ENGINEERING PRINCIPLES (20 credits) 4218BEUG VALUATION (20 credits) 4220BEUG CONSTRUCTION MANAGEMENT PRACTICE (20 credits) 4221BEUG BUILDING ENGINEERING MATHEMATICS (20 credits) 4226BEUG LAW AND HEALTH & SAFETY FOR THE BUILT ENVIRONMENT (20 credits)	80 core credits at level 4 40 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)

The 6 pathways have discipline specific modules with tasks that will introduce students to work-related learning activities in either Construction Management, Quantity Surveying, Building Surveying, Real Estate Management, Facilities Management or Architectural Engineering. Students will attend site visits and there will be off-site learning activities relevant to the different pathways.

Criteria for admission

A/AS Level

80 UCAS points.

BTEC National Diploma

BTEC Level 3 qualification in Construction and the Built Environment (overall pass)

Irish Leaving Certificate

Level 4: 80 UCAS points

Scottish Higher

Level 4: 80 UCAS points

International Baccalaureate

Level 4: 80 UCAS points

Access

Applicants with an Access to Higher Education Certificate received from an approved further education institution may be considered.

Mature entry

Mature students without the standard entry qualifications but with relevant work experience in the built environment sector and other qualifications may be made an offer subject to interview and / or satisfactory

references.

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.

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.