

Course Specification

A. Course Information				
Final award title(s)	HNC Construction			
Intermediate exit award title(s)				
UCAS Code	022K	Course Code(s)	FT 4580 PT 2315	
	London South Bank University			
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input checked="" type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS			
Division	The Built Environment			
Course Director	Lucy Ogbenjuwa			
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify			
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> Other please specify			
Length of course/start and finish dates	Mode	Length years	Start - month	Finish - month
	Full time	1 year	September	July
	Full time with placement/ sandwich year			
	Part time	2 years	September	July
	Part time with Placement/ sandwich year			
Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire Yes (FT) No (PT) Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.			
Approval dates:	Course(s) validated	2002		
	Course review date	2007		
	Course specification last updated and signed off	September 2023		
Professional, Statutory & Regulatory Body accreditation				

Reference points:	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Office for Students (OfS) Guidance Competitions and Markets Authority SEEC Level Descriptors 2021
B. Course Aims and Features		
Distinctive features of course	<p>The Higher National Certificate in Construction is primarily for those employed within the construction industries who are seeking to further their career and gain an industry recognized qualification. The course provides one of the key qualifications in construction management, surveying and architectural technology disciplines.</p> <p>The essential aim of the course is to provide students with a broad range of knowledge and skills needed to fulfil a range of technical and managerial work. The outcome should be technicians who are able to tackle and take responsibility for well-specified positions throughout the construction industry. Applications may also be considered from those with significant relevant industrial experience.</p>	
Course Aims	<p>More specifically the HNC Diploma in Construction aims to:</p> <ol style="list-style-type: none"> 1. Produce higher technicians who are equipped to fulfil responsible technical employment in a variety of disciplines within the construction industry. 2. Maintain recognition of the Award by Edexcel. 3. Develop the technical and practical skills required to collect, analyse and interpret information, solve problems, reach sound judgements and communicate them effectively. 4. Produce higher technicians who have knowledge and understanding of the construction industry, construction technology and the organisation of building production. 5. Develop understanding of the skills and competencies required of a technician. 6. Develop students for work in a business- and project-based, multidisciplinary industry. 	
Course Learning Outcomes	<p>a) Students will have knowledge and understanding of:</p> <p>A1 The construction industry and related industries, the main participants, their roles, linkages and inter-relationships and the context within which they work.</p> <p>A2 Construction technology, building services and building science and fundamental management processes.</p> <p>A3 The principles of the English legal system.</p> <p>A4 Information and communication technology relevant to technical functions.</p>	

	<p>A5 The role of professionals in society and their professional and ethical responsibilities.</p> <p>A6 Best practice in relation to health, safety and welfare and environmental sustainability.</p> <p>A7 The concepts of teamwork.</p> <p>A8 Concepts, theories and principles related to procurement and management of construction work.</p> <p>b) Students will develop their intellectual skills such that they are able to:</p> <p>B1 Assemble information and data from a variety of sources and discern and establish connections.</p> <p>B2 Identify and critically analyse issues with reference to pertinent argument and evidence.</p> <p>B3 Critically evaluate current procedures and approaches used by construction professionals.</p> <p>B4 Investigate routine and unfamiliar problems and apply professional judgement to devise solutions, balancing factors such as risk, cost, benefit, safety and environmental impact.</p> <p>c) Students will acquire and develop practical skills such that they are able to:</p> <p>C1 Use and interpret maps, plans and drawings.</p> <p>C2 Demonstrate basic competence in setting out work and in land surveying.</p> <p>C3 Measure, plan and programme building and civil engineering work for the purposes of tender preparation, production, estimating, control and final accounting.</p> <p>C4 Use software packages that are relevant to the modern construction technician.</p> <p>d) Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1 Communicate effectively by oral, written and visual means in a form appropriate to the intended audience, with appropriate acknowledgement and referencing of sources.</p> <p>D2 Apply statistical and numerical skills at an appropriate level in practical situations.</p> <p>D3 Use information and communication technology (ICT) to locate and access information and communicate information to others.</p> <p>D4 Work effectively as a member of a team.</p> <p>D5 Manage time and work to deadlines.</p> <p>D6 Learn effectively and independently.</p>
<p style="text-align: center;">C. Teaching and Learning Strategy</p> <p>- Acquisition of the above is achieved by a combination of lectures, seminars, tutorials, practical work, directed reading, coursework and project work. Acquisition also involves students' work-based experience. Laboratory-based practical's and workshop exercises contribute to real understanding. Student-led seminars are important in law and management and acquisition of knowledge and understanding in all areas relies on discussion, whether student or staff led, as students' progress through the levels of study. Intellectual and technical skills are developed</p>	

through the teaching and learning course. Skills are developed through worked examples, practical application in fieldwork, laboratory and classroom exercises, discussion in class, both staff and student led, and essay writing and report writing coursework that makes greater demands upon students as they progress into Level 5. C1 is taught throughout the course and developed in coursework. C2 is taught and developed in a dedicated surveying module at Level 4. C3 is taught and developed within the surveying module at Level 4. C4 is taught through the Supporting Studies module, utilised through other modules as appropriate and developed through application in coursework. D2, D3 and D4 are taught in a construction context. Supporting Studies skills are initially taught in the dedicated module and then developed throughout the course through classroom discussion, individual and group presentations, essay and report writing. Library and Information Services staff are involved in teaching ICT skills. There is online access to help and self-teach packages. Group work at all levels develops teamwork skills. D5 is learnt rather than taught through students managing their time to meet coursework deadlines. D6 is required throughout the course and is supported by direction and guidance provided in module guides.

D. Assessment

Assessment involves a combination of unseen examinations, in-course tests, essays, reports, analytical exercises, use of software, seminar presentations and critiques, individual and group work. Skills are assessed through a wide variety of assessment methods already referred to. All practical skills are assessed through coursework and project work. Law and technology are also assessed through unseen examination or tests. Communication and numerical skills are assessed through all means of assessment already mentioned. D2 is assessed in the Supporting Studies module at Level 4 and in coursework, project work and examination in other modules. D3 is assessed through its application to coursework and project work. Teamwork is assessed in group project work. D5 and D6 are implicitly assessed by all forms of assessment.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

<https://www.lsbu.ac.uk/about-us/policies-regulations-procedures>

F. Entry Requirements

In order to be considered for entry to the course applicants will be required to have the following qualifications:

- Entry requirements
- Full time
- A Level DDE **or**;
- BTEC National Diploma MPP **or**;
- Access to HE qualifications with 15 Merits and 30 Passes **or**;
- Equivalent level 3 qualifications worth 64 UCAS points
- Applicants must hold 5 GCSEs A-C including Maths and English or equivalent (reformed GCSEs grade 4 or above).
- We welcome qualifications from around the world. English language qualifications for international students: IELTS score of 6.0 **or** Cambridge Proficiency or Advanced Grade C.
- Part time
- A Level DD **or**;
- BTEC National Diploma PPP **or**;

- Access to HE Diploma with 21 Merits **or**;
- Equivalent level 3 qualifications worth **48** UCAS points
- Maths and English GCSEs (C or above) or equivalent (reformed GCSEs grade 4 or above).
- Demonstrable relevant work experience may qualify you for entry onto this course. Each application relying on work- based experience will be judged on a case by case basis
- We welcome qualifications from around the world. English language qualifications for international students: IELTS score of 6.0 **or** Cambridge Proficiency or Advanced Grade C.
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G. Course structure(s)

Course overview

The course is delivered on a semester pattern, each semester being 15 weeks in duration. Students take six modules in total and three modules of study per year. Most modules are taught across two semesters. Assessment occurs at the scheduled assessment dates at the end of each semester. All modules are at Level 4. Students must select one from three optional modules to prepare students for more specific degree routes.

A university credit is the equivalent of 200 student study hours. Each module is a self-contained part of the course of study and carries a single credit value (20 credits). The maximum time to complete the course is four years.

The modules are:

4/484	Level 4 Construction Practice
4/20, 4/21	Level 4 Construction Technology and Materials
4/30	Level 4 Legal and Economic Context in the Built Environment
4/70	Level 4 Building Services and Environmental Science
4/50	Level 4 Building Survey and Inspection (Option Path)
4/40	Level 4 Surveying Setting Out (Option Path)
4/60	Level 4 Architectural Design and Technology (Option Path)
4/90, 4/91	Level 4 Construction Technology and Structures

Students are expected to continue their professional studies by entry on advanced standing to the part-time degree matrix depending on their actual results.

Degree pathways supported include:

- BSc Construction Management
- BSc Architectural Technology
- BSc Commercial Management (Quantity Surveying).
- BSc Quantity Surveying
- BSc Building Surveying

The course in modified form will be offered at Highlands College, Jersey, where it will be titled HNC Diploma in Construction.

HNC Construction– Full time

Full Time	Semester 1		Semester 2	
	Level 4	BEA/4/484 Construction Practice A Compulsory	20	BEA/4/484 Construction Practice A Compulsory
EBB/4/21 Construction Technology and Materials Compulsory		20		
EBB/4/30 Legal and Economic Context in the Built Environment Compulsory		20	EBB/4/30 Legal and Economic Context in the Built Environment Compulsory	20
	EBB/4/70 Building Services and Environmental Science Compulsory	20	EBB/4/70 Building Services and Environmental Science Compulsory	20
			EBB/4/91 Construction Technology and Structures Compulsory	20
			EBB/4/50 Building Survey and Inspection (Option Path)	20
			EBB/4/60 Architectural Design and Technology (Option Path)	20
			EBB/4/40 Surveying Setting Out (Option Path)	20

HNC Construction– **Part time**

	Semester 1		Semester 2	
Year 1	BEA/4/484 Construction Practice A Compulsory	20	BEA/4/484 Construction Practice A Compulsory	20
	EBB/4/20 Construction Technology and Materials Compulsory	20	EBB/4/20 Construction Technology and Materials Compulsory	20
	EBB/4/30 Legal and Economic Context in the Built Environment Compulsory	20	EBB/4/30 Legal and Economic Context in the Built Environment Compulsory	20
Year 2	EBB/4/70 Building Services and Environmental Science Compulsory	20	EBB/4/70 Building Services and Environmental Science Compulsory	20
	EBB/4/90 Construction Technology and Structures Compulsory	20	EBB/4/90 Construction Technology and Structures Compulsory	20
	EBB/4/40 Surveying Setting Out (Option Path)	20		
			EBB/4/50 Building Survey and Inspection (Option Path)	20
			EBB/4/60 Architectural Design and Technology (Option Path)	20

Placements information

H. Course Modules

[Provide information on:
 - core and optional modules;
 - the circumstances when optional modules may not run; and
 - how and when students will be informed if optional modules are changed]

Module Code	Module Title	Level	Semester	Credit value	Assessment
BEA-4-484	Construction Practice	4	1 & 2	20	Multiple coursework elements
EBB-4-020	Construction Technology and Materials	4	1& 2	20	Report and MCT
EBB-4-021	Construction Technology and Materials	4	1	20	Report and MCT
EBB-4-090	Construction Technology and Structures	4	1& 2	20	Report and MCT
EBB-4-091	Construction Technology and Structures	4	1& 2	20	Report and MCT
EBB-4-030	Legal and Economic Context in the Built Environment	4	1& 2	20	MCT's
EBB-4-070	Building Services and Environmental Science	4	1& 2	20	Essay and MCT
EBB-4-050	Building Survey and Inspection (Option Path)	4	2	20	Fieldwork assessment
EBB-4-040	Surveying Setting Out (Option Path)	4	2	20	Fieldwork Assessment
EBB-4-060	Architectural Design and Technology (Option Path)	4	2	20	Presentation and Design Project

I. Timetable information

confirmed timetable is normally available one month prior to the course starting. Part Time students study for one day per week, Full Time students 2/3 days a week.

J. Costs and financial support

Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

Tuition fees/financial support/accommodation and living costs

Information on tuition fees/financial support can be found by clicking on the following link:

<http://www.lsbu.ac.uk/study/undergraduate/fees-and-funding> or

<http://www.lsbu.ac.uk/study/postgraduate/fees-and-funding>

<https://www.lsbu.ac.uk/international/fees-and-funding>

Information on living costs and accommodation can be found by clicking the following link:
<https://www.lsbu.ac.uk/student-life/our-campuses/southwark/cost-of-living>

List of Appendices

Appendix A: Curriculum Map
Appendix B: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Course outcomes																					
Level	Title	Code	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4	D 5	D 6
4	Construction Practice	BEA-4-484	T D			T D A	T D	T D	T D A	T	T D A	T						T D A	T D A	D	D	T D A	T D A	D
4	Construction Technology & Materials	EBB-4-020	D	T D A		D	T D	T D A		D	T D A	D A	D A	T D A	D		D	D	D A	D	D		D A	D
4	Legal & Economic Context in Built Environment	EBB-4-030			T D A	D					D								D A		D		D A	D
4	Building Services & Environmental Science	EBB-4-070		T D A		D	T D			D	T D A	D A	D	T D A				D	D A	D	D		D A	D
4	Construction Technology & Structures	EBB-4-090	D	T D A		D	T D	T D A		D	T D A	D A	D A	T D A	D		D	D	D A	D	D		D A	D
4	Surveying & Setting Out	EBB-4-040				D	T D		T D A		T D		D A	T D A	D A	T D A	D A	D	D A	D A	D	T D A	D A	D

Appendix B: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions