



<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	Chartered Institute of Building (CIOB)	
<b>Reference points:</b>	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<p>The construction industry is both varied and exciting. With the driving force of major projects in London, such as the 2012 Olympics and LSBU's local area regeneration, the construction industry is experiencing a need for well-qualified personnel to be involved in all stages of such exciting developments.</p> <p>The course seeks to provide students with the breadth of technical and managerial expertise in construction, and an up-to-date knowledge of legislation and regulations. The course intends to provide forefront education for our graduates to face exciting and demanding challenges as leaders of a multidisciplinary project team, and also provides the opportunity to use modern equipment within a well-resourced environment. The knowledge gained enables students to have the confidence to work with other professionals and to deliver in complex project or process environments.</p>	
<b>Course Aims</b>	<p>The BSc (Hons) Construction Management aims to:</p> <ol style="list-style-type: none"> <li>1. Produce graduates who are equipped to take up responsible professional employment as construction managers in the construction industry.</li> <li>2. Maintain recognition and accreditation by the appropriate professional institution.</li> <li>3. Develop the intellectual and practical skills required to collect, analyse and interpret information, evaluate evidence and opinion, solve problems, reach sound judgements and communicate them effectively.</li> <li>4. Produce graduates who have knowledge and understanding of the construction industry, construction technology and the organisation and management of the construction process.</li> <li>5. Develop understanding of the context within which graduates will work and the impact of changing social, economic, legal, cultural, environmental and technological frameworks on their working lives.</li> <li>6. Prepare students for work in a business- and project-based, multidisciplinary industry.</li> <li>7. Develop specific skills and expertise relating to the management of the construction process, including the integration, management and control of independent contributors to that process.</li> </ol>	

	<p>8. Develop transferable skills that are required for study and employment and give graduates the confidence and ability to embrace change, engage in future study or research and career development.</p>
<p><b>Course Learning Outcomes</b></p>	<p><b>a) Students will have knowledge and understanding of:</b></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 Building history and conservation.</p> <p>A3 Construction technology, building services and building science.</p> <p>A4 The legal system, tort, contract and construction law.</p> <p>A5 The general principles of management, business practice, economics and finance and their application to corporate and project management in a general and construction context.</p> <p>A6 Information and communication technology relevant to technical and management functions.</p> <p>A7 The role of professionals in society and their professional and ethical responsibilities.</p> <p>A8 Best practice in relation to health, safety and welfare and environmental sustainability.</p> <p>A9 Site management, planning, productivity and control.</p> <p>A10 Concepts, theories and principles related to the procurement and management of construction work, together with the specific approaches, procedures and systems necessary to meet environmental, business and client requirements.</p> <p><b>b) Students will develop their intellectual skills such that they are able to:</b></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>B5 Plan, conduct and report on an individual research course.</p> <p><b>c) Students will acquire and develop practical skills such that they are able to:</b></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 construction management.</p>

**d) Students will acquire and develop transferrable skills such that they are able to:**

D1 Communicate effectively by oral, written and visual means in a form appropriate to the intended audience, with appropriate acknowledgement and referencing of sources.

D2 Apply statistical and numerical skills at an appropriate level.

D3 Use information and communication technology (ICT) to locate and access information and communicate information to others.

D4 Work effectively as a member of a team.

D5 Manage time and work to deadlines.

D6 Learn effectively and independently.

**C. Teaching and Learning Strategy**

- Acquisition of the above is achieved by a combination of lectures, seminars, tutorials, practical work, directed reading, coursework, case study and project work. Guest speakers from industry are frequent contributors. Acquisition of A2, A3 and A9 also involves site visits and/or the use of actual buildings/sites for project work. Laboratory-based practical's and workshop exercises contribute to achievement of A3 and A6. Student-led seminars are a particularly important ingredient in law and management, and acquisition of knowledge and understanding in all areas relies increasingly on discussion, whether student or staff led, as students' progress through the levels of study.
- Project work makes important contributions to the acquisition of A2, A5, A9 and A10, particularly at Level 6. Some teaching and learning material at Level 4 is CD-ROM based and material at all levels is increasingly available on the University intranet. Information and communication technology is taught at Level 1 and students are introduced to relevant application packages in modules at Levels 5 and 6. Health and safety and environmental sustainability are taught in modules at Levels 5 and 6 and understanding is also developed in other modules. The role of professionals and ethical issues are introduced at Level 4 and developed throughout the course.
- Intellectual skills are developed through the teaching and learning course. B1-B3 are developed through discussion in class, both staff and student led, and essay and report writing coursework that makes greater demands upon students as they progress through the levels of study. B4 is acquired and developed through project work at Levels 5 and 6. B5 is acquired by completing the Research Project on Level 6 of the course. Research skills are introduced in a short lecture course and each student is supervised by a member of staff.
- C1 is taught at Level 4 and developed through coursework and project work at Levels 5 and 6. C2 is taught and developed in a dedicated surveying and setting out module at Level 4. C3 is taught at Levels 4, 5 and 6 and developed through classroom workshop exercises and coursework. C4 is developed through tutoring in computer laboratories, supported by help sheets and developed through application in coursework work.
- D1, D3 and D4 are taught, in a construction context, in a Level 4 module. Communication skills are developed throughout the course through classroom discussion, individual and group presentations, essay and report writing. D2 is taught and developed in a dedicated module at Level 4 and developed in application to construction related problems at Levels 5 and 6. 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 acquired throughout the course and is supported by direction and guidance provided in module guides.
- indicate the importance and volume of independent learning required (including the workload involved in studying on the course);

- inform students about subject-related and generic resources, e.g. libraries, laboratories, studios;
- provide an overview of learning support (opening hours and access will be especially relevant for part-time students); and
- provide information about staff who teach on the course (e.g. if postgraduate students might be teaching, the types of class they will teach and whether the training has been provided).
- Information on the virtual learning environment and blended learning.

#### **D. Assessment**

- Assessment involves a combination of unseen examinations, in-course tests, essays, reports, analytical exercises, use of software applications, seminar presentations, individual and group project work.
- B1-B4 are assessed through the wide variety of assessment methods already referred to. Assessment of B4 often involves project work that simulates problems that students will encounter in industry, may involve teamwork and culminates in the submission of a report. B5 is assessed by the Level 6 Research Project.
- All practical skills are assessed through coursework and project work.
- Communication 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 examinations in other modules at Levels 5 and 6. 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.
- [inform students about the availability/definition of formative assessment; and
- provide an overview of summative assessment (the types of assessment used by the course, the percentage of assessment by coursework and the frequency of assessment)].
- Indication about progression eg must pass all modules

#### **E. Academic Regulations**

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

#### **F. Entry Requirements**

##### **Year 1 entry**

GCSE passes in five subjects (grade C or above), including English Language and Mathematics. The University will accept a pass in the Key Skills Qualification at Level 2 in place of GCSE English and Mathematics. Additionally, applicants are expected to achieve 220-240 UCAS points (minimum of 160 points for candidates who hold full managerial positions in the construction industry), through any combination of the following:

- A-levels / AS-levels / AVCE Double Award
- Advanced Diploma
- BTEC National Diploma / Certificate (NQF) or Extended Diploma / Diploma (QCF)
- International Baccalaureate Diploma
- Irish Leaving Certificate Higher / Ordinary
- Scottish Higher / Advanced Higher
- A pass in an approved Foundation Year / Extended Degree.

**Year 2 entry (full-time) and Year 3 entry (part-time)**

BTEC HNC in Construction or a related course with an overall Merit.

**Year 3 entry (full-time) and Year 4 entry (part-time)**

- BTEC HND in Construction or a related course with an overall Merit
- A Foundation degree in building or a construction-related subject.

**Credit for prior learning (APL) and prior (experiential) learning (AP(E)L)**

Applicants may use their related work experiences to gain academic credit towards their course of study. Applicants need to demonstrate that their learning is equivalent to formal learning on the course and produce satisfactory evidence. If an applicant has gained a qualification from a professional body or another institution this may be credited towards the University qualification via our transfer credit scheme.

**G. Course structure(s)****Course overview**

The course is delivered on a semester pattern at LSBU, each semester being 15 weeks in duration. Students study eight modules at each level. There are several modes or combination of modes of study:

- Three years, full-time, taught over six semesters, four modules being taught in each semester.
- Four years, sandwich, with a period of industrial training of not less than 36 weeks of supervised work experience interposed between Levels 5 and 6.
- Five years, part-time, taught one day per week over ten semesters, two or three modules being taught in each semester.

The courses at our franchised colleges are delivered in blocks over a period of two years. Direct entry students attend intensive block weeks of combined lectures and tutorials with normally eight modules taught in each academic year.

The duration of the full-time/sandwich degrees may be extended by one year through enrolment on the Extended Degree. A University credit is the equivalent of 150 student study hours. Each module is a self-contained part of the course of study and normally carries a single credit value.

{Bcs (Hons) Construction Management} – **Full time**

	<b>Semester 1</b>		<b>Semester 2</b>	
<b>Level 4</b>	Construction Technology & Materials (Compulsory)	20	Construction Technology & Structures (Compulsory)	20
	Building Services & Environmental Science (Compulsory)		Building Services & Environmental Science (Compulsory)	20
	Construction Practice (Compulsory)	20	Construction Practice (Compulsory)	20

	Legal& Economic Context in Built Environment (Compulsory)	20	Legal& Economic Context in Built Environment (Compulsory)	20
			Surveying& Setting Out (Compulsory)	20
<b>Level 5</b>	Construction and Property Law (Compulsory)	20	Estimating and Tendering Process (compulsory)	20
	Production management (compulsory)	20	Construction Planning (compulsory)	20
	Measurement 1 & Documentation (compulsory)	20	Management of Organisation (compulsory)	20
<b>Level 6</b>	Sustainable Construction and the Environment (Compulsory)	20	Corporate Management and Finance (Compulsory)	20
	Contract Administration (non QS) (Compulsory)	20	Project Management (Compulsory)	20
	Research Project (Compulsory)	20	Construction Management Project (Compulsory)	20

{Bcs (Hons) Construction Management} – **Part time**

	<b>Semester 1</b>		<b>Semester 2</b>	
<b>Year 1</b>	Construction Technology & Materials (Compulsory)	20	Construction Technology & Materials (Compulsory)	20
	Supporting Studies (Compulsory)	20	Supporting Studies (Compulsory)	20
	Legal& Economic Context in Built Environment (Compulsory)	20	Legal& Economic Context in Built Environment (Compulsory)	20
<b>Year 2</b>	Construction Technology & Structures (Compulsory)	20	Construction Technology & Structures (Compulsory)	20
	Surveying& Setting Out (Compulsory)	20	Building Services& Environmental Science (Compulsory)	20
	Building Services& Environmental Science (Compulsory)	20		
<b>Year 3</b>	Construction and Property Law (Compulsory)	20	Management of Organisation (compulsory)	20
	Production management (compulsory)	20		
	Measurement 1 & Documentation (compulsory)	20		
<b>Year 4</b>	Contract Administration (non QS) (Compulsory)	20	Estimating and Tendering Process (compulsory)	20
			Project Management (Compulsory)	20
<b>Year 5</b>	Sustainable Construction and the Environment (Compulsory)	20	Construction Management Project (Compulsory)	20
	Research Project (Compulsory)	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]

<b>Module Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Semester</b>	<b>Credit value</b>	<b>Assessment</b>
BEA-4-484	Construction Practice	4	1 & 2	20	Multiple individual assessments
EBB-4-020	Construction Technology and Materials	4	1	20	Individual Report +drawings and exam
EBB-4-030	Legal and Economic Context in Built Environment	4	1 & 2	20	On line MCT's
EBB-4-040	Surveying and Setting Out	4	2	20	Fieldwork assessment
EBB-4-070	Building Services and Environmental. Science	4	1 & 2	20	Essay and MCT
EBB-4-090	Construction Technology and Structures	4	2	20	Individual Report +drawings and exam
EBB-5-050	Measurement 1 and Documentation	5	1	20	Individual assessment and in class timed assessment
BEA_5_537	Construction and Property Law	5	1	20	Coursework (two components)
EBB-5-090	Estimating and Tendering Process	5	2	20	Project and in class test
EBB-5-140	Production Management	5	1	20	Report, presentation and case study
EBB-5-050	Construction Planning	5	2	20	Various exercises
EBB-5-230	Management of Organisation	5	2	20	Presentation and individual case study
	Sandwich year (optional for full-time students)				
EBB-6-010	Research Project	6	1	20	Proposal and research project
EBB-6-020	Project Management	6	2	20	Individual assessment and exam
EBB-6-040	Corporate Management and Finance	6	2	20	Coursework (two components)
EBB-6-060	Contract Administration (non QS)	6	1	20	Individual and group coursework and exam
EBB-6-070	Sustainable Construction and the Environment	6	1	20	Group assignment exam

EBB-6-090	Construction Management Project	6		20	Individual report
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### I. Timetable information

Timetables are normally confirmed one month prior to the start of the course.  
 full time student will attend on multiple days (normally 2-3 days).  
 part time student will attend on one day per 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/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

### List of Appendices

- Appendix A: Curriculum Map
- Appendix B: Educational Framework (undergraduate courses)
- Appendix C: Personal Development Planning (postgraduate courses)
- Appendix D: Terminology

Personal Development Planning is a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development. The primary objective for PDP is to improve the capacity of individuals to understand what and how they are learning, and to review, plan and take responsibility for their own learning.

PDP Skills and Personal Attributes <http://www.lsbu.ac.uk/clsd/pdp/documents/skillspersonalattributes.pdf>

The GROW Model <http://www.lsbu.ac.uk/clsd/pdp/documents/growmodel.pdf>

SMART Goals

<http://www.lsbu.ac.uk/clsd/pdp/documents/smart.pdf>

SWOT Analysis

<http://www.lsbu.ac.uk/clsd/pdp/documents/swot.pdf>

Learning Styles

<http://www.lsbu.ac.uk/clsd/pdp/documents/learning.pdf>

Our Nat Puri Institute has an e-resource centre that has links to self-help learning videos on employability skills that cover the following areas:

- Communication – Presentation, Writing
- Self/Time Management
- Team Work
- Problem Solving
- Decision Making
- Project Management
- Creativity/Innovation
- Management Skills

Visit <https://www.lsbu.ac.uk/esbe-intranet/natpuriinstitute/eresource.shtml>

## 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	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4
4	Supporting Studies	EBB-4-010	x					x	x							x	x		x	x
4	Construction Technology and Materials	EBB-4-020	x	x	x				x	x			x				x			
4	Legal and Economic Context in Built Environment	EBB-4-030				x											x			
4	Surveying and Setting Out	EBB-4-040											x	x			x			x
4	Building Services and Environmental Science	EBB-4-070			x				x	x							x			
4	Construction Technology and Structures	EBB-4-090	x	x	x				x	x			x				x			
5	Measurement 1 and Documentation	EBB-5-050															x	x		
5	Construction and Property Law	BEA_5_537				x			x								x			
5	Estimating and Tendering Process	EBB-5-090					x				x				x		x			
5	Production Management	EBB-5-140	x		x			x	x		x	x					x			
5	Construction Planning	EBB-5-050	x					x	x		x	x			x		x			
5	Management of Organisation	EBB-5-230					x		x								x			
	Sandwich year (optional for full-time students)																			
6	Research Project	EBB-6-010							x			x					x	x	x	
6	Project Management	EBB-6-020					x		x								x			

6	Corporate Management and Finance	EBB-6-040					x		x		x						x	x		
6	Contract Administration (non QS)	EBB-6-060					x		x		x						x			x
6	Sustainable Construction and the Environment	EBB-6-070							x								x			x
6	Construction Management Project	EBB-6-090							x		x	x					x			x

## **Appendix B: Embedding the Educational Framework for Undergraduate Courses**

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

<b>Dimension of the Educational Framework</b>	<b>Minimum expectations and rationale</b>	<b>How this is achieved in the course</b>
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u>            All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&amp;A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>	<p>The course is fully accredited by CIOB and meets their individual educational requirements. Guest lectures are implemented where practicable. The professional bodies are also invited to talk during Construction Practice lectures at Level 4.</p>
Embedded learning development	<p><u>Support for transition and academic preparedness</u>            At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p>	<p>All modules at level 4 are designed to equip the student with the skills, knowledge and attributes required for success at subsequent levels.            The construction practice module develops the general transferable core skills while modules such as construction technology, surveying &amp; setting out, environmental science and law will give the key understanding of principles required to carry through to subsequent years of study.</p>
High impact pedagogies	<p><u>Group-based learning experiences</u>            The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to <b>professionalism</b> and <b>inclusivity</b>. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at</p>	<p>Elements of group based work are common throughout the course. This can be both formative and summative but in either case it is about developing their ideas in a collaborative way, sharing knowledge and experience in solving problems.</p>

	level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	
Inclusive teaching, learning and assessment	<p><u>Accessible materials, resources and activities</u></p> <p>All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>	Module co-ordinators provide materials in an accessible format as appropriate and are encouraged to follow good practice guidelines, including making lecture notes and additional materials available via the VLE prior to the lecture. A few staff are also taking part in the trial of lecture capture equipment in developing a further level of accessibility.
Assessment for learning	<p><u>Assessment and feedback to support attainment, progression and retention</u></p> <p>Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to <b>excellence</b>.</p>	<p>Most modules at Level 4 are delivered long thin (ie. over two semesters), this gives the opportunity for much more formative development to take place and for additional support to be given to students in their early stages of development and understanding.</p> <p>Staff are encouraged to talk about feedback more regularly so that students recognise what it is and get real benefit from it.</p>
High impact pedagogies	<p><u>Research and enquiry experiences</u></p> <p>Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended</p>	As a student progresses through the course they will be developing the ability to undertake research in a meaningful way. This is done via various assessment techniques and questioning, students are often asked to explore real world problems or if employed to use examples they are familiar with in developing their understanding and exploring new ideas.



	<p>problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage <b>creativity</b> and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	<p>This culminates in the Level 6 research project and the construction management project where they are asked to independently fully research a case study in a given area and explore creative and innovative solutions to problems.</p>
<p>Curricula informed by employer and industry need / Assessment for learning</p>	<p><u>Authentic learning and assessment tasks</u>  Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including <b>excellence, professionalism, integrity and creativity</b>. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>	<p>The use of live briefs and industry related briefs are encouraged, students find them more engaging and are more likely to research the topics in a more meaningful way.</p>
<p>Inclusive teaching, learning and assessment</p>	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u>  An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to <b>inclusivity</b> enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	<p>In lectures staff are encouraged to use a wide range of examples and case studies to better represent the student body. In this context it is often giving comparative examples of other countries and methodologies which they employ, this not only gives a better context but often leads to lively, constructive debates.</p>
<p>Curricula informed by employer and industry need</p>	<p><u>Work-based learning</u>  Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as</p>	<p>The full time course offers the option of a sandwich year after year 2 which provides the additional experiential knowledge which should provide</p>

	<p>developing work-relevant student outcomes such as networking, <b>professionalism</b> and <b>integrity</b>. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>	<p>better employment opportunities. Students are encouraged to make use of the job shop at LSBU in seeking internships or other part time work to supplement their studies. For those that want it this may also take place overseas as part of the Erasmus scheme.</p>
<p>Embedded learning development</p>	<p><u>Writing in the disciplines: Alternative formats</u>  The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p>	<p>Throughout the course as well as providing different assessment styles students are commonly asked to produce work in a wide range of formats as they would in the workplace.</p>
<p>High impact pedagogies</p>	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u>  Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional workplace settings. Learning in multi- or</p>	<p>Although limited cross disciplinary working directly appears on the course elements are being integrated. Subjects such as Building Information Modelling encourage cross-disciplinary and collaborative working in order to be successful and as such the deeper understanding of needs and requirements of other</p>

	interdisciplinary groups creates the opportunity for the development of student outcomes including <b>inclusivity</b> , communication and networking.	disciplines are beginning to grow.
Assessment for learning	<p><u>Variation of assessment</u></p> <p>An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p>	<p>You will find a variation of assessment styles and strategies across the course and at different levels.</p> <p>Coursework may be in the form of a report, essay, presentation or in class tests. In a number of modules there are also elements of groupwork to encourage collaboration and understanding. In some subjects independent research is also being used to enhance critical thinking.</p> <p>Examinations are also used and may take various forms from MCT's to short in class tests or the more formal end of module examinations as appropriate.</p>
Curricula informed by employer and industry need	<p><u>Career management skills</u></p> <p>Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of <b>excellence</b> and <b>professionalism</b>.</p>	
Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies	<p><u>Capstone project/dissertation</u></p> <p>The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including</p>	<p>For the level 6 research project module students are given a choice of industry relevant subjects areas and case studies to select from, which they then fully research while supported by a supervisor who can provide valuable guidance. The student is encouraged to seek solutions to real world problems and to engage with industry where possible in developing these.</p>

	<b>professionalism, integrity and creativity.</b>	
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## Appendix C: 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]

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	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
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies

<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	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

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	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
<b>intensity of study</b>	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
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	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
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	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)
<b>seminar</b>	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
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	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)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	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
<b>workload</b>	see 'total study time'
<b>written examination</b>	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

