

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 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>	
Course Aims	<p>The BSc (Hons) Construction Management aims to:</p> <ol style="list-style-type: none"> 1. Produce graduates who are equipped to take up responsible professional employment as construction managers in the construction industry. 2. Maintain recognition and accreditation by the appropriate professional institution. 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. 4. Produce graduates who have knowledge and understanding of the construction industry, construction technology and the organisation and management of the construction process. 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. 6. Prepare students for work in a business- and project-based, multidisciplinary industry. 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. 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>Course Learning Outcomes</p>	<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 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) 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>B5 Plan, conduct and report on an individual research course.</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 construction management.</p> <p>d) Students will acquire and develop transferrable skills such that they are able to:</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.
- 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.

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

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**

	Semester 1		Semester 2	
Level 4	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
Level 5	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
Level 6	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**

	Semester 1		Semester 2	
Year 1	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
Year 2	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		
Year 3	Construction and Property Law (Compulsory)	20	Management of Organisation (compulsory)	20
	Production management (compulsory)	20		
	Measurement 1 & Documentation (compulsory)	20		
Year 4	Contract Administration (non QS) (Compulsory)	20	Estimating and Tendering Process (compulsory)	20
			Project Management (Compulsory)	20
Year 5	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]

Module Code	Module Title	Level	Semester	Credit value	Assessment
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
-----------	---------------------------------	---	--	----	-------------------

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/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	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: 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

