

Course Specification

A. Course Information															
Final award title(s)	CertHE Construction Site Supervisor														
Intermediate exit award title(s)	N/A														
UCAS Code	TBC	Course Code(s)	FT - 5945 PT - 5946												
Awarding Institution	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"/> IHSC <input type="checkbox"/> LSS														
Division	LSBU - Construction Property and Surveying SBTC - TBC														
Course Director	TBC														
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input checked="" type="checkbox"/> Other: (South Bank Technical College)														
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	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Mode</th> <th style="width: 25%;">Length years</th> <th style="width: 25%;">Start - month</th> <th style="width: 25%;">Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td>1</td> <td>Sept</td> <td>June</td> </tr> <tr> <td>Part time</td> <td>2</td> <td>Sept</td> <td>June</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time	1	Sept	June	Part time	2	Sept	June
	Mode	Length years	Start - month	Finish - month											
	Full time	1	Sept	June											
	Part time	2	Sept	June											
Is this course suitable for a Visa Sponsored Student?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
Approval dates:	Course Validation date	16/06/2023													
	Course Review date	June 2028													
	Course Specification last updated	June 2023													
Professional, Statutory & Regulatory Body accreditation	N/A														

Link to Institute of Apprenticeship (IoA) Standard	Aligned to - https://www.instituteforapprenticeships.org/apprenticeship-standards/construction-site-supervisor-v1-0	
Reference points	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations
	External	QAA The UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications FHEQ Outcome Classification Descriptions for Level 6 Subject Benchmark Statements: Land, Construction, Real Estate and Surveying (2019) OfS Guidance PSRBs SEEC Level Descriptors 2021 Competitions and Markets Authority Institute for Apprenticeships and Technical Education EQA Framework (Apprenticeships only)
B. Course Aims and Features		
Distinctive features of course	The essential aim of the course is to provide students with an appropriate range of knowledge, skills and behaviours aligned with the Construction Site Supervisor Higher Technical Qualification needed to fulfil a range of technical and managerial work including roles such as Assistant Site Manager, Assistant Supervisor or Construction Site Supervisor.	
Course Aims	The Cert HE Construction Site Supervisor aims to: 1. Supervision of specialist contractors	

	<ol style="list-style-type: none"> 2. The control of health and safety standards on construction projects 3. Recording, control and reporting of progress on a construction project 4. The minimisation of the environmental impact of construction projects 5. Control of quality of works on a construction project 6. Assisting commercial staff with the monitoring of costs on a construction project
<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 Construction technology, building services and building science and fundamental construction 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>

c) Students will acquire and develop practical skills such that they are able to:

C1 Use and interpret maps, plans and drawings.

C2 Measure, plan and programme building and civil engineering work for the purposes of tender preparation, production, estimating, control and final accounting.

C3 Use software packages that are relevant to the modern construction technician.

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 in practical situations.

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

- Core knowledge is achieved by a combination of lectures, seminars, tutorials, practical work, directed reading, coursework and project work.
- Lectures are structured in a way that ensures students develop their knowledge and understanding in a meaningful way with ample use of examples, tutorial work and formative feedback to check on understanding.
- Modules focus on a wide range of knowledge and skills directly related to the course learning outcomes whilst also developing the broad range of knowledge and understanding relevant to construction related disciplines allowing students to better prepare for work and/or further study.
- Coursework is designed to develop knowledge further and also help students gain valuable academic and behavioural skills such as high level written skills and the ability to work in teams.
- All modules will make full use of the virtual learning environment where a range of additional learning materials will be made available. They will also have access to a well resourced library and numerous electronic resources relevant to their study.
- Students will be encouraged to be independent learners with an emphasis on professionalism and questioning again with the focus on employability. They will be expected to spend significant time away from formal lectures to ensure that key concepts have been learnt and develop their knowledge further.
- Many teaching staff will have recently been in industry which will enable the taught material to be given more context.
- There is an expectation that all modules will have guest lectures (particularly from industry professionals) to allow students to get a better insight into how the taught material is being used in context. Where modules have presentations (individual or group) industry representation is encouraged as part of the assessment process to allow students to get a better feel for what might be expected and develop key communication skills.
- Although not formally part of the qualification students will be supported to achieve the industry standard Construction Skills Certification Scheme (CSCS) for safe working on construction sites.

D. Assessment

A range of assessment styles are incorporated appropriate to the level of study, this will include examinations, in class tests, essays, reports, presentations, groupwork and the use of software.

Assessments are designed to build on knowledge but also develop academic and behavioural skills which will assist in developing the individual students and preparing them for future study or employment.

The use of multiple choice examinations is an effective way of assessing knowledge and understanding particularly at level 4 without adding additional pressures of more formal examinations.

Feedback on submitted work is normally provided within 15 working days and will be in a form appropriate to the style of assessment.

Students will be expected to pass all modules.

E. Academic Regulations

The University's Academic Regulations apply for this course.

F. Entry Requirements

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

A Level CC **or**;

BTEC National Diploma MM **or**;

Access to HE Diploma with 21 Merits **or**;

Level 3 Apprenticeship in related subject **or**;

Equivalent level 3 qualifications worth 64 UCAS points

5 GCCE's including Maths and English (grade 4 or above) or equivalent

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. Most modules are taught across two semesters. All modules are at Level 4.

Each module is a self-contained part of the course of study comprising of 20 credits.

The modules are:

BEA_4_484 Level 4 Construction Practice A
EBB_4_020 Level 4 Construction Technology and Materials
EBB_4_030 Level 4 Legal and Economic Context in the Built Environment
EBB_4_070 Level 4 Building Services and Environmental Science
EBB_4_090 Level 4 Construction Technology and Structures
SBC_4_POS Level 4 Principles of Site Management

On successful completion and subject to minimum grades of merit being met students will be eligible for progression to the following courses:

BSc Construction Management Degree - Year 2 FT or Year 3 PT

BSc Construction Site Management Degree Apprenticeship – Year 1 PT (course starts at Level 5)

Alignment of Cert HE with degree courses delivered at LSBU

	Cert HE (Level 4)		Degree (Levels 5 & 6)		
Cert HE (Full Time)	Yr1				
Cert HE (Part Time)	Yr1	Yr2			
**BSc Construction Management (Full Time)	Yr1		Yr2	Yr3	
BSc Construction Management (Part Time)	Yr1	Yr2	Yr3	Yr4	Yr5
**BSc Construction Management (Site Management Apprenticeship) (Part Time)			Yr1	Yr2	Yr3

**** For entry to apprenticeship courses there are additional eligibility requirements which must be met such as being in relevant employment and meeting funding requirements. Entry for these courses must be made via a separate apprenticeship application to check eligibility.**

Cert HE Construction Site Supervisor – Full time

	Semester 1		Semester 2	
Level 4	Construction Practice A			20
	Construction Technology and Materials	20	Construction Technology and Structures	20
	Legal and Economic Context in the Built Environment			20
	Building Services and Environmental Science			20
	Principles of Site Management			20

Cert HE Construction Site Supervisor – **Part time**

	Semester 1	Semester 2
Year 1	Construction Practice A	20
	Construction Technology and Materials	20
	Legal and Economic Context in the Built Environment	20
Year 2	Building Services and Environmental Science	20
	Construction Technology and Structures	20
	Principles of Site Management	20

Placement information

N/A

H. Course Modules

- All modules are compulsory

Module Code	Module Title	Level	Semester	Credit value	Assessment
BEA_4_484	Construction Practice	4	Both	20	Multiple coursework elements
EBB_4_020	Construction Technology and Materials (PT)	4	Both	20	Report and MCT
EBB_4_021	Construction Technology and Materials (FT course)	4	1	20	Report and MCT
EBB_4_090	Construction Technology and Structures (PT)	4	Both	20	Report and MCT
EBB_4_091	Construction Technology and Structures (FT course)	4	2	20	Report and MCT
EBB_4_030	Legal and Economic Context in the Built Environment	4	Both	20	MCT's
EBB_4_070	Building Services and Environmental Science	4	Both	20	Essay and MCT
SBC_4_POS	Principles of Site Management	4	Both	20	Group report and presentation

I. Timetable Information

Final timetables will normally be available at least one month prior to the start of the course.

J. Costs and Financial Support

Course related costs

- There are no additional costs associated with this course.

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>
- 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>

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Appendix A: Curriculum Map

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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.

The letters T for taught, D for developed and A for assessed should be added as appropriate to each Course Outcome.

Modules		Course Learning Outcomes																				
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	D 1	D 2	D 3	D 4	D 5	D 6
Construction Practice	BEA-4-484	T D A	T D	D	T D A	T D A	T D A	T D A	T D A	T D A	T D A				T D	T D A	T D A	D	D	T D A	T D A	D A
Construction Technology & Materials	EBB-4-020	D	T D A		D	T D A	T D A	D A	D	T D A	T D A	D A	T D A	T D A	D	D	D A	T D A	D	D A	D A	D A
Legal & Economic Context in Built Environment	EBB-4-030	D		T D A	D	T D A			D								D A		D		D A	D A
Building Services & Environmental Science	EBB-4-070	D	T D A		D	T D A	T D A		D	T D A	T D A	D	T D A	T D A		D	D A	T D A	D		D A	D A
Construction Technology & Structures	EBB-4-090	D	T D A		D	T D A	T D A		D	T D A	T D A	D A	T D A	T D A	D	D	D A	T D A	D		D A	D A
Principles of Site Management	SBC_4_POS	T D A	T D A	T D		T D	T D	T D A	T D A	T D A	T D	D A	T D A	T D A	T D A	D	D A	D	D A	D A	D A	D A

Appendix B KSB Mapping

Students completing the course will develop the following Knowledge **(K)**, Skills **(S)** and Behaviours **(B)**

Knowledge

- K1 Health and Safety - Understand risk assessment of activities and the importance of behaviours in safety-critical environments
- K2 Sustainability - Understand the sustainability issues in projects across economic, social and environmental aspects
- K3 Construction Technology - Understand different construction methods and materials
- K4 Construction Management - Understand management principles and the project management lifecycle
- K5 Planning and Organising Work - Understand the importance of project planning and resourcing and be able to analyse different techniques
- K6 Monitor Quality - Able to define the quality required on a finished construction project
- K7 Monitor Costs - Understand the importance of cost control on a construction project

Skills

- S1 Health and Safety - Identify risk of activities and encourage all employees to demonstrate safety-conscious behaviours
- S2 Sustainability - Assess, identify and record the environmental impact of projects
- S3 Construction Technology - Assist in the implementation of the most appropriate solutions for construction projects
- S4 Project Management - Use effective management principles and be able to supervise construction workers
- S5 Planning and Organising Work - Understand overall plan for project and measure and record progress against plan
- S6 Monitor Quality - Assess and report on quality standards and assist in commissioning of finished construction projects
- S7 Monitor Costs - Understand financial and legal constraints and measure and record progress against budget

Behaviours

- B1 Professional Judgement - Be able to work within own level of competence and know when to seek advice from others
- B2 Commitment to Code of Ethics - Work within Rules and Regulations of Professional Competence and Conduct for the industry's recognised professional bodies.
- B3 Continuing Professional Development - Identify own development needs and take action to meet those needs. Use own knowledge and expertise to help others when requested.
- B4 Commitment to Equality and Diversity - Understand the importance of equality and diversity and demonstrate these attributes so as to meet the requirements of fairness at work.
- B5 Communicate Effectively - Be able to contribute effectively to meetings and present information in a variety of ways including oral and written.
- B6 Work in Teams - Be able to work with others in a collaborative and non-confrontational way.

KSB Mapping

Modules			Knowledge, Skills and Behaviours																					
Level	Title	Code	K 1	K 2	K 3	K 4	K 5	K 6	K 7	S 1	S 2	S 3	S 4	S 5	S 6	S 7	B 1	B 2	B 3	B 4	B 5	B 6	B 7	
4	Construction Practice	BEA-4-484	X			X	X			X			X	X			X	X	X	X	X	X	X	X
4	Construction Technology & Materials	EBB-4-020		X	X			X			X	X			X		X		X		X		X	X
4	Legal & Economic Context in Built Environment	EBB-4-030							X							X	X	X	X		X		X	X
4	Building Services & Environmental Science	EBB-4-070		X	X						X	X					X		X		X		X	X
4	Construction Technology & Structures	EBB-4-090		X	X			X	X		X	X			X		X		X		X		X	X
4	Principles of Site Management	SBC_4_POS	X			X	X	X	X				X	X		X	X		X	X	X		X	X

Appendix C: Terminology

(Please review the definitions and add those 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:

accelerated degree	accelerated degrees (also known as two-year degrees) are full bachelor's degrees (undergraduate courses) you can complete in a condensed time period
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
end-point assessment	End-point assessment (EPA) tests the knowledge, skills and behaviours that an apprentice has gained during their training. Unique to each standard, EPA demonstrates the competence

	of an apprentice in their role. Only approved End-Point Assessor Organisations (EPAOs) can carry out assessments as set out in the assessment plan.
extended degree	an extended degree provides a bridging route for students who don't meet the initial entry requirements for the undergraduate degree. The first year provides the necessary knowledge and skills before students begin the degree-level course.
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
foundation	foundation year programmes are designed to develop skills and subject-specific knowledge to ensure a student can advance to a degree course. They may be offered as stand-alone one-year courses or integrated into degree programmes.
gateway	gateway takes place before an End-Point Assessment (EPA) can start. The employer and LSBU will review their apprentice's knowledge, skills and behaviours to see if they have met the minimum requirements of the apprenticeship set out in the apprenticeship standard, and are ready to take the assessment. Usually includes off the job training and reviews.
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

integrated	an integrated Master's degree combines undergraduate and postgraduate study. In relation to Apprenticeships, integrated would usually mean that the End-Point Assessment (EPA) is integrated with the academic award
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
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
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 '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
non-integrated	in relation to Apprenticeships, non-integrated would usually mean that the End-Point Assessment (EPA) is not integrated with the academic award
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
pre-registration (HSC only)	a pre-registration course is designed for students who are not already registered with an independent regulator such as the Nursing and Midwifery Council (NMC)
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 / regulatory body	a course that is regulated by a regulatory body, which is 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)
top-up degree	A top-up degree is the final year (Level 6) of an undergraduate degree course. It allows students to top-up an existing qualification to a full BA, BSc or BEng.
total study time / workload	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
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