



**Course Handbook**  
**BSc(Hons) Construction Project Management**  
**Academic Year 2018/19**



**John Ashton-Yamnikar**  
School of Engineering

Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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## 1. Welcome to the course

Firstly, congratulations, in choosing to study with us here at the University of Central Lancashire, you have taken the first step along a challenging, interesting and rewarding career, both at a personal and a professional level.

Here, on your course you will learn all you need to know to get you started on your career path. We work closely with industry to ensure that the courses are not only up to date, but that they provide you with the opportunity for relevant work placement should you chose the sandwich mode of study.

The programmes have been designed to achieve a logical and planned development from fundamental principles to specific applications in each course component together with an increasing level of integration between the components over the duration of the course. Core themes include the following:

- **management** focused on construction economics and allowing the development of executive skills including, programming, planning, finance, project and risk management and negotiating skills
- **legal skills** commencing with basic principles applicable to the construction industry and the development of the construction project. The development of contractual knowledge through the study of standard forms of contract. The contextual study of case law and statutory legislation applicable to construction contract claims and dispute resolution methods
- **technical skills** relating to fundamental principles and applications of technological and engineering sciences relevant to construction and surveying works

The Construction course team has a wealth of experience of the construction industry professions and the teaching of the subject. We are looking forward to sharing our experience with you.

Teamwork and partnerships are key concepts in the industry and on the courses. We want to work *with* you to enable you to increase your knowledge and understanding of the subject matter and to enable you to develop your own interpersonal skills, so necessary these days in the workplace.

Communication is vital. Use all means available to keep 'in touch' with us. On-going personal contact with us is so important. Don't allow minor irritations and difficulties to get out of control. Whether problems are academic or domestic in nature, let us help you and in most cases we will be able to solve them together.

Work well and enjoy your time on your course and at the University. You are now investing in your own future as a Construction Professional, so make it a good one.

*John Ashton-Yamnikar*

## **1.1 Rationale, aims and learning outcomes of the course**

The courses were developed to meet the need for local provision of a suite of programmes of study that would provide routes complying with the academic requirements for membership of the Royal Institution of Chartered Surveyors (RICS) and the Chartered Institute of Building (CIOB). This essential requirement has determined the manner in which the courses, and their contents, have developed. In appraising and developing the courses it has always been critical to remember that obtaining such a degree is only one step to the final goal of becoming a Member or Fellow of the RICS and the CIOB and graduates will need to undertake structured training in appropriate employment in order to achieve the coveted chartered membership status.

The courses allow you to develop your skills and apply them to the professional roles as defined by both the RICS and the CIOB. Whether you become a Chartered Surveyor (Building or Quantity) or a Chartered Builder (Construction Project Manager) you will be expected to take overall responsibility for many aspects of construction and the built environment, such as the planning, management, co-ordination and financial control of a construction project, or the surveying and maintenance of existing buildings. You will be responsible for ensuring that the client's requirements are met, the project is completed on time and within budget and that members of the team are doing their jobs properly.

### **PHILOSOPHY**

The programmes have been designed to achieve a logical and planned development from fundamental principles to specific applications in each course component together with an increasing level of integration between the components over the duration of the course in the core areas of financial management, legal skills, technical knowledge and professional ability.

The technology of buildings continues to develop, involving new uses, new materials and new methods of construction. These permit radically new building forms and may also enable buildings to be conserved and re-used in ways which were not previously technically feasible.

Economic factors also play a key role. The various needs of society compete for scarce resources which must be managed to give the best return for their use. These must be evaluated in social and cultural, as well as economic terms. All economic activity occurs within a legal framework upon which society imposes the constraints and limitations which it regards as necessary.

The responsibility for the care of buildings therefore requires a consideration of technological, economic and legal factors and the successful resolution of the conflicts which arise between them. It involves generating solutions to building problems and planning and controlling the use of resources to bring those solutions to reality. Such activities involve intellectual skills appropriate to an Honours graduate and all of the courses offer students the opportunity to acquire these skills within the context of their chosen profession.

## 1.2 Course Team

The course team consists of the following:

Course Leader         **John Ashton-Yamnikar**

Course Tutors:

**Sarah Fuller ( [sfuller@uclan.ac.uk](mailto:sfuller@uclan.ac.uk) )**

**Christopher Pye ( [cjpye1@uclan.ac.uk](mailto:cjpye1@uclan.ac.uk) )**

**Christopher Boothman ( [rcboothman@uclan.ac.uk](mailto:rcboothman@uclan.ac.uk) )**

**John Picken ( [jpicken1@uclan.ac.uk](mailto:jpicken1@uclan.ac.uk) )**

**Godfaurd John ( [gajohn@uclan.ac.uk](mailto:gajohn@uclan.ac.uk) )**

**Stanley Njuangang ( [snjuangang1@uclan.ac.uk](mailto:snjuangang1@uclan.ac.uk) )**

**Eric Parr ( [eparr1@uclan.ac.uk](mailto:eparr1@uclan.ac.uk) )**

**Francine Baker ( [fbaker1@uclan.ac.uk](mailto:fbaker1@uclan.ac.uk) )**

**Josephine Lambourne ( [jlambourne@uclan.ac.uk](mailto:jlambourne@uclan.ac.uk) )**

**Keith Leaver ( [kjleaver@uclan.ac.uk](mailto:kjleaver@uclan.ac.uk) )**

## 1.3 Expertise of staff

All of the tutors on your course will be from professional or academic backgrounds or a combination of the two. They will endeavour to bring to the course aspects reflecting their interests and specialisms.

## 1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

## 1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as Extenuating Circumstances, Extensions and Appeals.

### **Computing and Technology Building**

Art, Design and Fashion

Computing

Journalism, Media and Performance

Engineering

telephone: 01772 891994/891995

email: [CandTHub@uclan.ac.uk](mailto:CandTHub@uclan.ac.uk)

## 1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

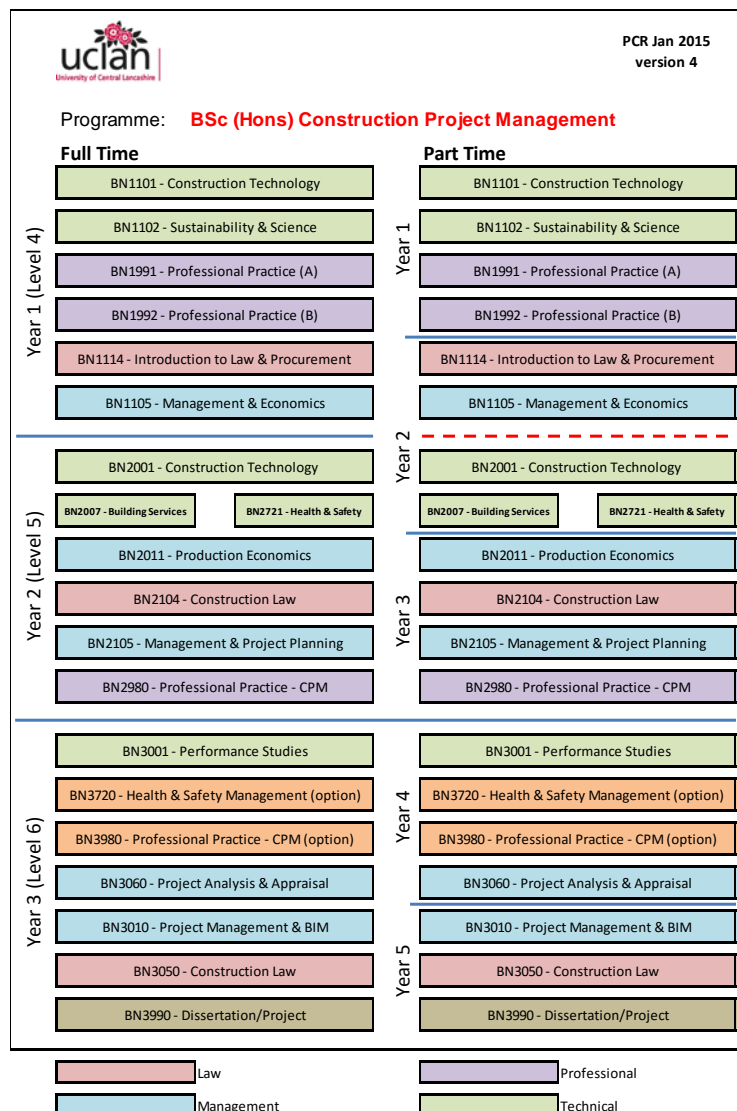
We will provide additional information using the Blackboard® (vle) system, but the primary communication takes place in the classroom and all students are expected to attend all sessions, it is therefore the responsibility of the student who misses any sessions to 'catch-up' on what they have missed.

## 1.7 External Examiners

External examiners have particular responsibility for ensuring that standards and comparability are maintained, assuring fairness in the application and implementation of assessment processes and procedures in accordance with the approved programme/course regulations, and for judging whether students have fulfilled the learning outcomes of courses to a satisfactory standard. In undertaking this role, external examiners are primarily concerned with the final qualifications of students; however, they will be expected to familiarise themselves with all aspects of a course and advise on any proposals for minor changes to the course. They exist to give you confidence in the quality of your course and that it meets the needs of your future professional career in the construction industry. The External Examiners and their reports for your course are available to view on Blackboard.

## 2. Structure of the course

### 2.1 Overall structure



## **2.2 Modules available**

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

The module number and title can be seen in the diagram on the previous page and the descriptors for these modules can be found on Blackboard®

## **2.3 Course requirements**

All modules undertaken as part of this programme must be successfully completed for the award of the honours degree which is recognised by the RICS and the CIOB.

## **2.4 Progression Information**

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

## **2.5 Study Time**

### **2.5.1 Weekly timetable**

Your timetable can be found on the following link:

<https://apps13.uclan.ac.uk/weeklyTimetable/>

### **2.5.2 Expected hours of study**

20 credits is a standard module size and equals 200 notional learning hours.

Students can typically expect 2 hours of class contact per module per week which equates to approximately 48 hours contact per module with the remainder of the 200 learning hours taken up with research, revision and assessment.

### **2.5.3 Attendance Requirements**

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

[c&tattendance@uclan.ac.uk](mailto:c&tattendance@uclan.ac.uk)

### **3. Approaches to teaching and learning**

#### **3.1 Learning and teaching methods**

The range of teaching methods we have included in your programme specification and the expectations we have of you are that you will undertake all necessary pre-reading, accessing of materials from Blackboard site prior to (or after) sessions. As a learner it is expected that you will progress from being a dependant learner when you arrive to an independent learner by the time you graduate.

#### **3.2 Study skills**

There are a variety of services to support students and these include:

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>

#### **3.3 Learning resources**

##### **3.3.1 Learning Information Services (LIS)**

Details of your LIS support staff will be found on the Blackboard® homepage.

#### **3.4 Personal development planning**

At levels 4, 5 and 6 of the programme you will complete a professional practice module which will enable you to apply your studies in the context of the relevant professional pathway you are following. Additional skills such as team working, applied ICT and Surveying will be introduced and developed. All designed to assist in the preparation of your PDP.

#### **3.5 Preparing for your career**

At levels 4, 5 and 6 of the programme you will complete a professional practice module which will enable you to apply your studies in the context of the relevant professional pathway you are following.

### **4. Student Support**

You will be assigned a Personal Tutor prior to your arrival at the university and it is their responsibility to engage with you to ensure that your time at university goes as smoothly as possible, they are the person you should turn to in the first instance if you are in need of pastoral support.

#### **4.1 Academic Advisors**

You will be assigned an Academic Advisor on your arrival at the university and it is their responsibility to engage with you to ensure that your time at university is used wisely, they are the person who will monitor your attendance and progression and advise you if necessary about academic issues.

#### **4.3 Students' Union One Stop Shop**

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.



## **5. Assessment**

### **5.1 Assessment Strategy**

The overall assessment strategy used during the course includes the use of formative and summative assessment the weighting applied to exams, coursework or practical assessments is set out in each of the modules. The assessment strategy for the course learning outcomes and skill development is mapped in the validated Programme Specification appended to this document.

### **5.2 Notification of assignments and examination arrangements**

Students will be notified of the requirements for individual assessments and their respective deadlines for submission / examination arrangements during a timetabled session, within module information packs or through Blackboard.

Students submit their assignments in accordance with the requirements detailed in the Assessment Submission criteria of their assignment.

### **5.3 Referencing**

APA Sixth Edition (as available in MicroSoft Word® ) referencing style is the preferred method of referencing work. Its application and vagaries will be explained to you.

### **5.4 Confidential material**

Accessing confidential information during the course e.g. client notes which might inform assignments should not normally be required, but if it is you are reminded of your ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations.

### **5.5 Cheating, plagiarism, collusion or re-presentation**

Please refer to the relevant information included in the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

## **6. Classification of Awards**

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

## **7. Student Feedback**

You can play an important part in the process of improving the quality of this course through the feedback you give.

You will be asked to provide feedback in a number of ways and we would encourage you to do so, it is only with your help that we can 'improve the margins' and make student life better.

### **7.1 Student Staff Liaison Committee meetings (SSLCs)**

Details of the Protocol for the operation of SSLCs is included in the University Student Handbook.

The system of student representation of courses is handled in its entirety by the Student Union who will contact you directly once you have enrolled.

## Appendix – Programme Specification

### UNIVERSITY OF CENTRAL LANCASHIRE

#### Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

***Sources of information on the programme can be found in Section 17***

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	University of Central Lancashire
<b>3. University School/Centre</b>	School of Engineering
<b>4. External Accreditation</b>	Chartered Institute of Building
<b>5. Title of Final Award</b>	BSc (Hons) Construction Project Management
<b>6. Modes of Attendance offered</b>	3 Years Full-time, 4 Years Sandwich and 5 Years Part-time
<b>7. UCAS Code</b>	K201
<b>8. Relevant Subject Benchmarking Group(s)</b>	Construction, Property & Surveying 2008
<b>9. Other external influences</b>	CIOB Educational Framework 2013 RICS Guidance on the APC & APC Competences 2014 Workplace requirements and market demand
<b>10. Date of production/revision of this form</b>	January 2015 (PCR)
<b>11. Aims of the Programme</b>	<ul style="list-style-type: none"><li>• To provide a broad and rigorous programme of study appropriate to the award of an Honours degree in Construction Project Management</li><li>• To develop knowledge and understanding of construction industry across the themes of technology, management, economics and law to underpin the development of professional competence</li></ul>

- |  |
|--|
| <ul style="list-style-type: none"><li>• To encourage students to undertake independent critical thinking and problem solving to enhance and extend their understanding of the profession and industry</li></ul>  |
| <ul style="list-style-type: none"><li>• To encourage students to approach their academic and subsequent professional careers as creative and innovative individuals</li></ul>  |
| <ul style="list-style-type: none"><li>• To prepare students for the vocational problems they will encounter in the procurement of construction work generally, and develop the potential to adapt and contribute to changes</li></ul>                  |
| <ul style="list-style-type: none"><li>• To provide a basis from which students can continue their intellectual and professional development by academic study to a higher degree and/or professional qualifications, enhancing employability</li></ul> |

## **12. Learning Outcomes, Teaching, Learning and Assessment Methods**

### **A. Knowledge and Understanding**

- A1. Demonstrate an understanding of the concepts, theories and principles of the subject matter contained within specific modules, comprising the general themes of technical, management, economic and legal studies.
- A2. Critically appraise current attitudes and methods within the Profession and adopt a creative and innovative approach to Construction Management and related spheres of work.
- A3. Produce accurate and appropriate project solutions with supporting project information.

### **Teaching and Learning Methods**

Each module will adopt a range of learning and teaching strategies that aim to meet the needs of students with diverse practice and educational experiences.

- Key lectures to introduce themes and concepts
- Class room based tutorials to enable students to undertake practical exercises and share ideas
- Laboratory experimentation and testing of materials
- Student seminar – individual and group
- Group work activity e.g. problem solving exercises, case studies and presentations
- Use VLE/ Blackboard to provide supplemental reading/activity, module information and a student discussion board

### **Assessment methods**

A variety of methods of assessment are utilised appropriate to the learning outcomes of the individual modules. The range of assessments experienced by the students will include formal exams, assignments, continuous assessment, portfolios and design. Student presentations, where they occur, will be used to assess the development of their presentation skills which, in some cases, will be assessed by peer review.

### **B. Subject-specific skills**

- B1. Exhibit an awareness of the key aspects of the process of construction project management, including customer and stakeholder care, the management of integrated teams and processes, a quality driven agenda and a commitment to people and the environment in a sustainable manner.
- B2 To review and analyse procurement issues and seek to meet the needs of the project in terms of time, cost and quality.
- B3. Critically appraise current attitudes and methods and adopt a creative and innovative approach to the solution of construction project management problems.

### **Teaching and Learning Methods**

Each module will adopt a range of learning and teaching strategies that aim to meet the needs of students with diverse practice and educational experiences.

- Key lectures to introduce themes and concepts
- Class room based tutorials to enable students to undertake practical exercises and share ideas
- Laboratory experimentation and testing of materials
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### **Assessment methods**

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### **C. Thinking Skills**

- C1. Apply technical economic and legal theories, concepts and principles;
- C2. Collect and integrate evidence to develop coherent arguments and express them clearly and concisely.
- C3. Analyse, synthesise and summarise information critically and apply logical thought to a range of industry problems;

### **Teaching and Learning Methods**

Each module will adopt a range of learning and teaching strategies that aim to meet the needs of students with diverse practice and educational experiences.

- Key lectures to introduce themes and concepts
- Class room based tutorials to enable students to undertake practical exercises and share ideas
- Laboratory experimentation and testing of materials
- Student seminar – individual and group
- Group work activity e.g. problem solving exercises, case studies and presentations
- Use VLE/ Blackboard to provide supplemental reading/activity, module information and a student discussion board

### **Assessment methods**

A variety of methods of assessment are utilised appropriate to the learning outcomes of the individual modules. The range of assessments experienced by the students will include formal exams, assignments, continuous assessment, portfolios and design. Student presentations, where they occur, will be used to assess the development of their presentation skills which, in some cases, will be assessed by peer review.

### **D. Other skills relevant to employability and personal development**

- D1. Develop the ability to use of information and communication technology particularly applied to the construction process including the use of computer aided design.
- D2. Develop and demonstrate coherent and consistent arguments and communicate ideas clearly and concisely in written, oral and graphical forms.
- D3. Complete problems and tasks in a realistic team-working environment based upon work place scenarios
- D4. Reflect upon their professional development by setting learning objectives and reviewing progress and attainment on a regular basis

### **Teaching and Learning Methods**

Each module will adopt a range of learning and teaching strategies that aim to meet the needs of students with diverse practice and educational experiences.

- Key lectures to introduce themes and concepts
- Class room based tutorials to enable students to undertake practical exercises and share ideas
- Laboratory experimentation and testing of materials
- Student seminar – individual and group
- Group work activity e.g. problem solving exercises, case studies and presentations
- Use VLE/ Blackboard to provide supplemental reading/activity, module information and a student discussion board

### **Assessment methods**

A variety of methods of assessment are utilised appropriate to the learning outcomes of the individual modules. The range of assessments experienced by the students will include formal exams, assignments, continuous assessment, portfolios and design.

Student presentations, where they occur, will be used to assess the development of their presentation skills which, in some cases, will be assessed by peer review.



13. Programme Structures*				14. Awards and Credits*	
Level	Module Code	Module Title	Credit rating		
Level 6	BN3001	Performance Studies	20	<b>Bachelor Honours Degree</b> Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6 <b>Bachelor Honours Degree with Sandwich</b> Requires 480 credits including a minimum of 340 at level 5 and 100 at level 6. <b>Bachelor Degree</b> Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6 <b>Diploma of Higher Education</b> Requires 240 credits including a minimum of 100 at Level 5 or above <b>Certificate of Higher Education</b> Requires 120 credits at Level 4 or above	
	BN3010	Project Management & BIM	20		
	BN3050	Construction Law	20		
	BN3060	Project Analysis & Appraisal	20		
	BN3990	Dissertation	20		
	<b>Optional modules</b>				
	BN3980	Professional Practice - CPM	20		
BN3720	Health and Safety Management	20			
	BN2830	Industrial Experience	120		
Level 5	BN2001	Construction Technology	20		
	BN2007	Building Services	10		
	BN2721	Health and Safety Management	10		
			20		
	BN2011	Production Economics	20		
	BN2105	Management & Project Planning	20		
	BN2104	Construction Law	20		
BN2980	Professional Practice - CPM	20			
Level 4	BN1101	Construction Technology	20		
	BN1102	Sustainability and Science	20		
	BN1114	Intro. to Law & Procurement	20		
	BN1105	Management & Economics	20		
	BN1991	Professional Practice A	20		
	BN1992	Professional Practice B	20		
<b>15. Personal Development Planning</b>					
<p>PDP is developed across the degree via interaction with their personal tutor who will monitor progression at regular intervals. In the professional practice modules the student will be encouraged to review and reflect upon progression and to develop an awareness of the personal and professional needs to reflect and develop skills relevant to the role of chartered surveyor.</p>					
<b>16. Admissions criteria</b>					
<p>Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information. Students will be informed of their personal minimum entry criteria in their offer letter.</p>					
<p>The <u>minimum</u> entry requirements for the course are:</p> <ul style="list-style-type: none"> <li>• CCC from three A2 qualifications or equivalent</li> <li>• One double award VCE Advanced level or equivalent</li> <li>• BTEC National Diploma/Certificate - Pass with Merit profile</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• GCSE – English Language and Mathematics at grade C or above.</li> </ul>					

*Equivalent qualifications are welcome including UCLan's foundation courses.*

Applicants who do not satisfy the standard minimum entry requirements can be admitted, subject to interview, on the basis of equivalent prior experience or learning, details of which can be found at: <http://www.uclan.ac.uk/information/services/sss/accreditation/index.php>

The course is subject to the University's Admissions Policy & Code of Practice which can be accessed at the following link: <http://www.uclan.ac.uk/information/services/sss/admissions/index.php>

#### **17. Key sources of information about the programme**

- UCLan prospectus
- UCLan web site: <http://www.uclan.ac.uk/>
- Grenfell-Baines School of Architecture, Construction and Environment web site: [http://www.uclan.ac.uk/courses/bsc\\_hons\\_construction\\_project\\_management.php](http://www.uclan.ac.uk/courses/bsc_hons_construction_project_management.php)
- Grenfell Baines School of Architecture, Construction and Environment Brochure
- CIOB Website: <http://www.ciob.org.uk/>

## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
LEVEL 6	BN3990	Dissertation/Project	COMP	✓	✓			✓	✓	✓				✓					✓
	BN3980	Professional Practice - CPM	O	✓	✓	✓		✓	✓	✓				✓		✓	✓	✓	✓
	BN3720	Health and Safety Management	O	✓	✓			✓	✓	✓				✓					
	BN3060	Project Analysis & Appraisal	COMP	✓	✓	✓		✓	✓	✓				✓					
	BN3050	Construction Law	COMP	✓	✓			✓	✓	✓				✓			✓		
	BN3010	Project Management & BIM	COMP	✓	✓			✓	✓	✓				✓				✓	✓
	BN3001	Performance Studies	COMP	✓	✓			✓	✓	✓				✓					
	BN2830	Industrial Experience	O																
LEVEL 5	BN2980	Professional Practice - CPM	COMP	✓	✓	✓		✓	✓				✓			✓	✓	✓	✓
	BN2721	Health and Safety Management	COMP	✓		✓		✓	✓				✓						
	BN2105	Management & Project Planning	COMP	✓		✓		✓	✓				✓			✓		✓	✓
	BN2104	Construction Law	COMP	✓		✓		✓	✓				✓				✓		
	BN2011	Production Economics	COMP	✓		✓		✓	✓				✓						
	BN2007	Building Services	COMP	✓		✓		✓	✓				✓						
	BN2001	Construction Technology	COMP	✓		✓		✓	✓				✓						
LEVEL 4	BN1992	Professional Practice (B)	COMP	✓		✓		✓				✓				✓	✓	✓	✓
	BN1991	Professional Practice (A)	COMP	✓		✓		✓				✓				✓	✓	✓	✓
	BN1114	Introduction to Law & Procurement	COMP	✓				✓				✓					✓		
	BN1105	Management & Economics	COMP	✓				✓				✓						✓	
	BN1102	Sustainability and Science	COMP	✓				✓				✓							
	BN1101	Construction Technology	COMP	✓				✓				✓							

## University Student Handbook for Taught Courses



**2018/19**

Please read this Handbook in conjunction with your Course Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean/Head of School. This applies to the materials in their entirety and to any part of the materials.

*This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.*

### **UCLan Mission statement**

We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

### **UCLan Values**

- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

### **Student Charter**

The Student Charter has been developed by the University and the Students' Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or 'contract' between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. [Read the full Student Charter](#)

### **Supporting Diversity at UCLan**

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan [Equality and Diversity Policy](#) for further information.

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## 1. Welcome and Introduction to the University

The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. This Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

### 1.1 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded as unread.

### 1.2 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. Details of the External Examiner associated with your course can be found in your Course Handbook.

### 1.3 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. Please note however that this may vary depending on your particular course and programme of study. You should therefore check your Course Handbook or contact a member of staff within the relevant School.

### 1.4 Attendance Requirements

Student attendance at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made as detailed in the Course Handbook. Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may request a review of this decision if you have grounds in line with the [Academic Appeals Procedure](#). Tuition fees will be charged in accordance with Appendix 2 of our [Tuition Fee Policy](#).

You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. **You must only enter your own details on the system** as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the [Regulations for the Conduct of Students](#)

## 1.5 Data Protection

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University's policy on the use and disclosure of personal information, please see the University's Data Protection Policy and [Privacy Notice](#) or contact the Information Governance Officer, Office of the University Secretary and Legal Officer, University of Central Lancashire, Preston, PR1 2HE or email [DPFOIA@uclan.ac.uk](mailto:DPFOIA@uclan.ac.uk).

## 2. Learning resources



### 2.1 Learning Information Services (LIS)

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

You can find the link to the Library Opening Hours here:

[http://www.uclan.ac.uk/students/study/library/opening\\_hours.php](http://www.uclan.ac.uk/students/study/library/opening_hours.php)

### 2.2 Electronic Resources

LIS provide access to a range of electronic resources – e-journals and databases, e-books, images and texts.

## 3. Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has employability learning integrated into it. This is not extra to your degree, but an important part of it.

Your course will take you on a journey of development that will help you to map your personal story of your time at university.

You will be encouraged to record your learning journey so that you can demonstrate all the work-related skills you have developed, both before and during your time at UCLan. This will help you to show future employers just how valuable your degree is and the employability skills you have acquired.

- You will be given the opportunity to explore your identity, your strengths and areas for development, your values and what you want to get out of life.
- You will be able to investigate a range of options, including jobs and work experience, postgraduate study and self-employment.
- We will support you to enable you to successfully tackle the recruitment process and to develop your enterprise skills.

UCLan [Careers](#) offers a range of support for you including:-

- One to one career and employability advice and guidance appointments.



- Advice on finding graduate jobs, including how to improve your CV with work placements, internships, voluntary opportunities and part-time employment.
- Workshops, seminars, and events to enhance your learning and develop your skills.
- Employer presentations and events, to give you the chance to network with potential employers and find out from them what they are looking for.

The UCLan careers portal [careerEDGE](#) contains all the information and resources you will need to help navigate your way to a successful career, including access to hundreds of graduate vacancies, placements and part-time jobs.

We are based in the entrance to Foster building and are open from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. Come to see us to arrange your guidance appointment, have your CV and cover letter checked, get help in applying for a job or just to find out more about our full range of services. It's your future: take charge of it!

**UCLan Careers** | Foster Building | University of Central Lancashire, Preston PR1 2HE  
 01772 895858  
[careers@uclan.ac.uk](mailto:careers@uclan.ac.uk)  
[www.uclan.ac.uk/careers](http://www.uclan.ac.uk/careers)

#### 4. Student support, guidance and conduct



##### 4.1 Student Support

“Got a Problem to Sort? Come to us for Support”.

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We offer advice on:

- Bank and Confirmation of Study Letters
- Council Tax Exemption Certificates
- International Student Support
- Library Services and Support
- Printing and Printer Credit
- Student Financial Support
- UCLan Cards
- UCLan Financial Bursary (1<sup>st</sup> year students only)
- Student Support and Wellbeing (including Disability)

and much more.

We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study.  
[http://www.uclan.ac.uk/students/study/library/the\\_i.php](http://www.uclan.ac.uk/students/study/library/the_i.php)

If you are struggling financially or have financial concerns which may prevent you from continuing on your course, you are advised to seek advice from the University's Finance Support Team, based in the <i>, or in the Advice and Representation Centre at the Students' Union.

If you are finding the course challenging or cannot complete independent study and assessments on time you should consult your Academic Advisor.

#### **4.2 Students with disabilities**

You are strongly encouraged to declare your disability on your application form when you apply to study at UCLan. If you have declared this Disability Services will be in contact with you to advise you about reasonable adjustments which may be appropriate in the circumstances. You can also tell any member of staff at the University, who will ask you to sign a disability disclosure form, to let the Disability Service know that you have a disability and agree to share this information with them. Disability Services will then get in touch with you to discuss your available options. Following this you will be assigned a Disability Adviser whom you can contact should you need any further help or assistance.

[https://www.uclan.ac.uk/students/health/disability\\_services.php](https://www.uclan.ac.uk/students/health/disability_services.php)

#### **4.3 Assessment arrangements for students with a disability**

Arrangements are made for students who have a disability/specific learning difficulty for which valid supporting evidence can be made available. Contact your Disability Adviser for advice and information, [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk)



#### **4.4 Health and Safety**

As a student of the University you share responsibility for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

#### **4.5 Conduct**

You will be expected to abide by the [Regulations for the Conduct of Students](#) in the University. UCLan expects you to behave in a respectful manner towards all members of the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the Regulations for the Conduct of Students.



## 5. Students' Union

The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students' rights is at the core of what the Students' Union does and is encompassed by its tag line of *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Students' Union is where your voice can be heard, actions taken, or campaigns launched.

Your Students' Union is also the home to a fantastic range of student-led [societies](#), [sports teams](#) and multitudes of volunteering opportunities. You can also receive help in finding part-time work whilst you study. Not sure where to go? Pop into the [Opportunities Centre](#) on the ground floor of the Students' Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then the Student Union's dedicated staff team in the [Advice and Representation Centre](#) are on hand to help and offer impartial advice.

More information on all these things, as well as details about all the Student Union's (not-for-profit) commercial services, including its student supermarket (Essentials) and student-bar (Source) can be found at [www.uclansu.co.uk](http://www.uclansu.co.uk)

## 6. Rationale, aims and learning outcomes of the course

6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a 'programme specification'. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a

course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our [Additional Information and Conditions of Offer](#)



## 7. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances have been expressly agreed by the University to allow you to defer your assessment.

### 7.1 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the time and date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity. An academic staff member, such as your Academic Advisor or Module or Course Leader, will be able to provide advice to you on how to do this. Extenuating Circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt student performance in assessment. Where students have a temporary unexpected circumstance that means that they are unable to complete a particular assignment on time the student may apply for an extension of up to ten working days.

### 7.2 Extensions

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for **one extension period of between 1 and 10 working days** where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances. Requests for extensions should be made prior to the submission date as extensions cannot be given Retrospectively ([Academic Regulations](#)).

You should complete and submit an extension request form, with any supporting evidence, to your CAS Hub. Further information is available on the Student Portal at: [https://www.uclan.ac.uk/students/study/examinations\\_and\\_awards/extensions.php](https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php)

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University's Policies and Procedures on Extenuating Circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).



### 7.3 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready

to support you, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see [Academic Regulations and Assessment Handbook](#))

You can apply for Extenuating Circumstances online via [myUCLan](#). You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester in which they apply. All evidence provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

[Further information about the submission process](#)

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).



#### **7.4 Late submissions**

If you submit work late without authorisation, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

You may apply to appeal this decision in accordance with the University's [Academic Regulations](#).

#### **7.5 Feedback Following Assessments**

UCLan is committed to giving you clear, legible and informative feedback for all your assessments ([Academic Regulations](#)). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

For courses (except distance learning):

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Generic feedback may be oral, written, posted on a website or other.

For distance learning courses:

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled

submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.



### 7.6 Unfair Means to Enhance Performance

The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation ('unfair means').

You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](#) and the [Assessment Handbook](#).

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the [Assessment Handbook](#).
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](#). If an allegation is found to be proven then the appropriate penalty will be implemented as set out below:

In the case of a **single** offence of unfair means in an undergraduate or postgraduate assessment:

- the appropriate penalty will be 0% for the element of assessment, and an overall fail for the module (whether or not the resulting numeric average mark is above or below the minimum pass mark). The affected element of the assessment must be resubmitted to the required standard. The mark for the module following resubmission will be restricted to the minimum pass mark. Where unfair means is detected for the first time on a reassessment for an already failed module, no further reassessment for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a **repeat** offence of unfair means (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the [Students' Union Advice and Representation Centre](mailto:suadvice@uclan.ac.uk) by emailing: [suadvice@uclan.ac.uk](mailto:suadvice@uclan.ac.uk) for support and guidance.

### 7.7 Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University [Academic Regulations](#): Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
  2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
  3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
- that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the [Students' Union Advice and Representation Centre](#) by emailing: [suadvice@uclan.ac.uk](mailto:suadvice@uclan.ac.uk) for support and guidance.



## 8. Student voice

You can play an important part in the process of improving the quality of your course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feed back about your experience of teaching and learning which are outlined below. Where appropriate, we aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities and are involved with decision making committees at levels as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

### **8.1 Course Representatives and School Presidents**

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the University. It enables students to have ownership of their student experience, to voice their opinions and to share positive practice with the course team, primarily at the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect, being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union](#) website or by emailing: [coursereps@uclan.ac.uk](mailto:coursereps@uclan.ac.uk).

School Presidents are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who your School President is or more about the role visit the [Students' Union website](#) or email: [coursereps@uclan.ac.uk](mailto:coursereps@uclan.ac.uk)



### **8.2 Student Staff Liaison Committee Meetings (SSLC)**

The purpose of a SSLC meeting is to improve courses, to have an open discussion and respect each other's views, to share good practice where identified, to provide opportunity for students to feedback to staff about their course and student experience, to regularly review the course to improve its development, and to jointly work together to action plan against issues raised.

There will normally be one meeting per semester which will last no more than 2 hours. Your School President will Chair the meetings with an academic co-Chair, using guidelines and will provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. A standard agenda and action grid template will be



used. Course representatives will gather feedback from students and communicate this to the School President in advance of the meetings.

### **8.3 Complaints**

The University recognises that there may be occasions when you have cause for complaint about the service you have received. When this happens, the University's Student Complaints Procedure is intended to provide an accessible, fair and straightforward system which ensures an effective, prompt and appropriate response. Click on this link for more information University's Student [Complaints Procedure](#)

If you are a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college's complaints procedure in the first instance. In the event of continuing dissatisfaction when you have completed the college's procedure, you will be entitled to submit your complaint to UCLan under stage 3 of the procedure.