Course Handbook

BSc(Hons) Construction Project Management

Academic Year 2019/2020

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School of Engineering

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

Contents

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)

Christopher Pye (cjpye1@uclan.ac.uk)

Christopher Boothman (jcboothman@uclan.ac.uk)

John Picken (jpicken1@uclan.ac.uk)

Godfaurd John (gajohn@uclan.ac.uk)

Stanley Njuangang (snjuangang1@uclan.ac.uk)

Eric Parr (eparr1@uclan.ac.uk)

Francine Baker (fbaker1@uclan.ac.uk)

Josephine Lambourne (jlambourne@uclan.ac.uk)

Keith Leaver (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

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.

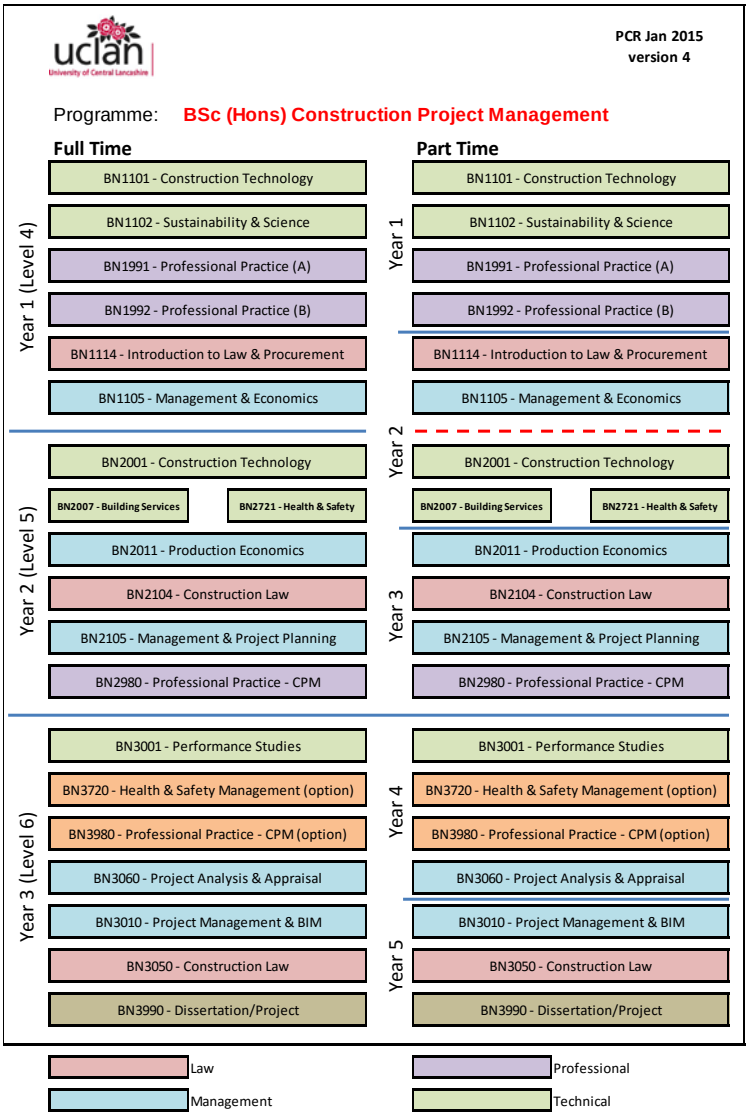
We will provide additional information using the Blackboard® (vle) system, but the primary communication takes place in the classroom and all students are expected to attend all sessions, it is therefore the responsibility of the student who misses any sessions to 'catch-up' on what they have missed.

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

A timetable will be available once you have enrolled onto the programme, through the Student Portal.

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

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

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. The Students' Union also advertises paid work and employs student staff on a variety of roles. You will find out more information on the Students' Union website:
http://www.uclansu.co.uk/

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.

To pass a module you must achieve an aggregate mark of 40%, aggregated across all assessments. Students registered for a CIOB accredited award must also achieve a minimum mark of 35% or above on each of the assessments.

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 Students' 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

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire
3. University School/Centre	School of Engineering
4. External Accreditation	Chartered Institute of Building
5. Title of Final Award	BSc (Hons) Construction Project Management
6. Modes of Attendance offered	3 Years Full-time, 4 Years Sandwich and 5 Years Part-time
7. UCAS Code	
7a) JACS Code	K201
7b) HECoS Code	100151
8. Relevant Subject Benchmarking Group(s)	Construction, Property & Surveying 2008
9. Other external influences	CIOB Educational Framework 2013 RICS Guidance on the APC & APC Competences 2014 Workplace requirements and market demand
10. Date of production/revision of this form	May 2018
11. Aims of the Programme	
• To provide a broad and rigorous programme of study appropriate to the award of an Honours degree in Construction Project Management	
• To develop knowledge and understanding of construction industry across the themes of technology, management, economics and law to underpin the development of professional competence	
• To encourage students to undertake independent critical thinking and problem solving to enhance and extend their understanding of the profession and industry	

• To encourage students to approach their academic and subsequent professional careers as creative and innovative individuals
• 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
• 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

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
- Student seminar – individual and group
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- 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.

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	**Bachelor Honours Degree in Construction Project Management** Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6
	BN3010	Project Management & BIM	20	
	BN3050	Construction Law	20	
	BN3060	Project Analysis & Appraisal	20	
	BN3990	Dissertation	20	
		Optional modules		
	BN3980	Professional Practice - CPM	20	**Bachelor Degree in Construction Project Management** Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6
	BN3720	Health and Safety Management	20	
	BN2830	Industrial Experience	120	Students who successfully complete BN2830 (Industrial Experience) will receive the award 'with Sandwich'.
Level 5	BN2001	Construction Technology	20	**Diploma of Higher Education in Construction Project Management** Requires 240 credits including a minimum of 100 at Level 5 or above.
	BN2007	Building Services	10	
	BN2721	Health and Safety Management	10	
	BN2011	Production Economics	20	
	BN2105	Management & Project Planning	20	
	BN2104	Construction Law	20	
	BN2980	Professional Practice - CPM	20	
Level 4	BN1101	Construction Technology	20	**Certificate of Higher Education** Requires 120 credits at Level 4 or above
	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	
Level 3	ERC001	Study Skills	20	Required completion of 120 credits at level 3. Successful completion of the course leads to progression onto Level 4 of the Construction Project Management degree. Students who exit after the Foundation Entry year will receive a transcript of their modules and grades.
	ERC002	Basic Maths	20	
	ERC003	Information and Computer Technology	20	
	ERC004	Practical Skills	20	
	ERC005	Design Studies	20	
	ERC006	Analytical Studies	20	

15. Personal Development Planning

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.

16. Admissions criteria

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.

The minimum entry requirements for the course are:

- CCC from three A2 qualifications or equivalent
- One double award VCE Advanced level or equivalent
- BTEC National Diploma/Certificate - Pass with Merit profile

AND

- GCSE – English Language and Mathematics at grade C or above.

Equivalent qualifications are welcome including UCLan's foundation courses.

Foundation Entry

BTEC Extended Diploma: Merit, Merit, Pass
BTEC Diploma: Distinction, Merit
Pass Access Course:
International Baccalaureate: Pass Diploma from Higher Level Subjects
IELTS: 6.0 with no score lower than 5.5
GCSE: 5 at grade C/4 including Maths & English or equivalent

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/
- School of Engineering web site: http://www.uclan.ac.uk/courses/bsc_hons_construction_project_management.php
- 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	✓				✓				✓							

19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: Cert HE in Construction Project Management (120 Credits)

A1. Demonstrate a basic 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.

B1. Exhibit a basic 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.

C1. Apply technical economic and legal theories, concepts and principles.

D1. Develop the ability to use of information and communication technology particularly applied to the construction process including the use of computer aided design.

Learning outcomes for the award of: Dip HE in Construction Project Management (240 credits)

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.

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 Review and analyse procurement issues and seek to meet the needs of the project in terms of time, cost and quality.

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.

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.

Learning outcomes for the award of: BSc in Construction Project Management (320 Credits)

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.

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.

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;

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.