



Course Handbook

BSc (Hons) Facilities Management 2020-2021

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School of Engineering



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

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Contents

- 1 Welcome to the Course**
- 2 Structure of the Course**
- 3 Approaches to Teaching and Learning**
- 4 Student Support**
- 5 Assessment**
- 6 Classification of Awards**
- 7 Student Feedback**
- 8 Appendices**
 - 8.1 Programme Specification(s)**

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 choose 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 facilities management practice.

The Facilities Management degree course team have a wealth of experience of various construction industry professions and the teaching of the subject. We are looking forward to sharing our experience with you.

Teamwork and partnerships are key skills of facilities managers and this is reflected 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.

1.1 Rationale, aims and learning outcomes of the course

The facilities management degree was one of several courses which were developed to meet the need for local provision of a suite of programme of studies 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 (in FM) 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, maintenance and management of existing buildings. You will be responsible for ensuring that the client's requirements are met, projects are 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 and management 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:

Academic Lead for Construction and Civil Engineering

Paul Watson

Harris Building, room HB316

☎ 01772 893320 (ext. 3320), ✉ pdjwatson@uclan.ac.uk

Facilities Management Course Leader

Chris Pye

Harris Building, room HB320

☎ 01772 893220 (ext. 3220), ✉

cjpye1@uclan.ac.uk

Course Tutors:

John Ashton Yamnikar
(jlashton-yamnikar@uclan.ac.uk)

Francine Baker (fbaker1@uclan.ac.uk)

Chris Boothman (jcboothman1@uclan.ac.uk)

Sarah Fuller (sfuller@uclan.ac.uk)

Godfaurd John (gajohn@uclan.ac.uk)

Keith Leaver (kileaver@uclan.ac.uk)

Stanley Njuangang (SNjuangang1@uclan.ac.uk)

Chris O'Flaherty (cjo-flaherty@uclan.ac.uk)

Adebayo Oladapo (aaoladapo@uclan.ac.uk)

Eric Parr (eparr1@uclan.ac.uk)

John Picken (jpicken@uclan.ac.uk)

Chris Pye (cjpye1@uclan.ac.uk)

Adrienne Yarwood (ayarwood1@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 endeavor 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 advice and 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, providing insight and direction to enable you to realise your potential.

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 C & T 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.

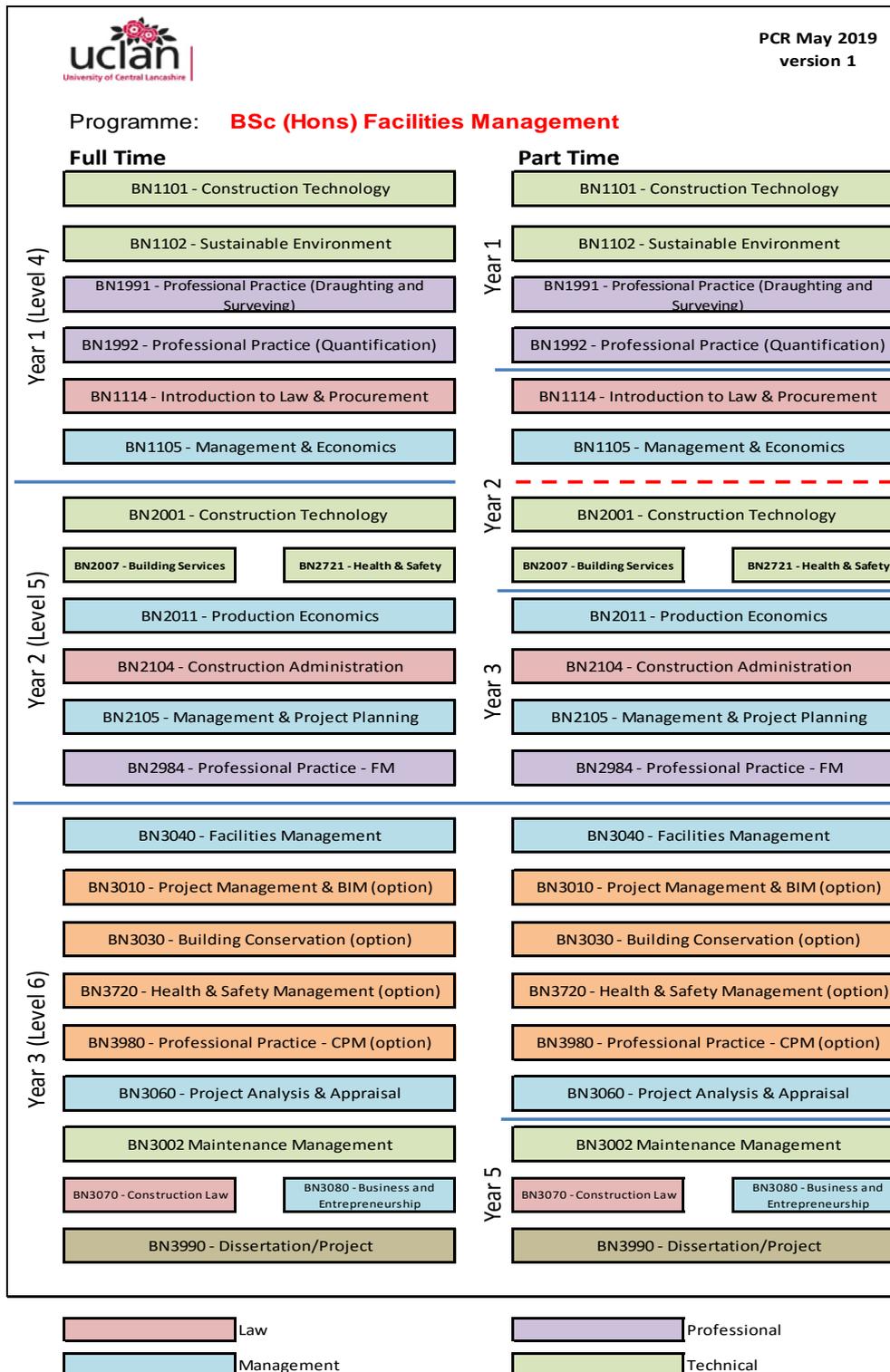
We will provide additional information using the Blackboard® (VLE) system, but the primary communication takes place in the classroom and all students are expected to attend all sessions, it is therefore the responsibility of the student who misses any sessions to 'catch-up' on what they have missed.

1.7 External Examiner

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 above 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 Module Registration Options

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 under the University's academic regulations) 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

A standard module size is 20 credits 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 self-study in the form of 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 the 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

Student Support (Financial, Library, Accommodation, Research & International Student problems) <http://www.uclan.ac.uk/students/study/library/index.php>

Study Skills - 'Ask Your Librarian'

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"

3.3 Learning resources

3.3.1 LEARNING AND INFORMATION SERVICES (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)
- [Library search](#)

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 management of teams and processes will be introduced and developed. All these skills are 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

Information on the support available is at: <https://www.uclan.ac.uk/students/>

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.

4.2 Students with disabilities

There is a named lead for students with disabilities within your School – you may wish to advise students of this person's name and contact details thus enabling students to contact them direct for further advice/support. Also advise students to use Starfish to identify who their Inclusive Support Adviser is

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our 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 this 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

Harvard 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 information included in section 6.6 of 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 where possible, 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.

5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

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 section 8.2 of 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.

8. Appendices

8.1 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 HKCT Hong Kong
3. University School/Centre	School of Engineering
4. External Accreditation	Chartered Institute of Building Royal Institute of Chartered Surveyors
5. Title of Final Award	BSc (Hons) Facilities Management
6. Modes of Attendance offered	3 Years Full-time, 4 Years Sandwich and 5 Years Part-time
7. UCAS Code	K241
7b JACS and HECOS Code	K200/101308
8. Relevant Subject Benchmarking Group(s)	Land, Construction, Real Estate and Surveying (2016)
9. Other external influences	BIFM Guidance Notes CIOB Educational Framework 2017 RICS Guidance on the APC & APC Competences 2018 Workplace requirements and market demand
10. Date of production/revision of this form	May 2019 (PCR)
11. Aims of the Programme	
<ul style="list-style-type: none">• To provide a broad and rigorous programme of study appropriate to the award of an Honours degree in Facilities Management• To develop knowledge and understanding of 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 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 Facilities 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 facilities 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 facilities 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.

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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

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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
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13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	BN3990	Dissertation	20	Bachelor Honours Degree in Facilities Management. Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6 Bachelor Degree in Facilities Management. Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6 'sandwich' route requires successful completion of BN2830 which has a notional credit rating of 120 credits. Diploma of Higher Education in Facilities Management. Requires 240 credits including a minimum of 100 at Level 5 or above Certificate of Higher Education Requires 120 credits at Level 4 or above
	BN3060	Project Analysis & Appraisal	20	
	BN3070	Construction Law	10	
	BN3080	Business and Entrepreneurship	10	
	BN3040	Facilities Management	20	
	BN3002	Maintenance Management	20	
		Optional modules	20	
	BN3980	Professional Practice - CPM	20	
	BN3720	Health and Safety Management	20	
	BN3030	Building Conservation	20	
	BN3010	Project Management & BIM	20	
	BN2830	Industrial Experience	120 Notional credits	
Level 5	BN2980	Professional Practice - CPM	20	
	BN2721	Health and Safety Management	10	
	BN2105	Management & Project Planning	20	
	BN2104	Construction Law	20	
	BN2011	Production Economics	20	
	BN2007	Building Services	10	
	BN2001	Construction Technology	20	
Level 4	BN1992	Professional Practice (Quantification)	20	
	BN1991	Professional Practice (Drawing and Surveying)	20	
	BN1114	Intro to Law & Procurement	20	
	BN1105	Management & Economics	20	
	BN1102	Sustainability and Science	20	
	BN1101	Construction Technology	20	
Level 3	ERC001	Study Skills	20	
	ERC002	Basic Maths	20	
	ERC003	Information and Computer Technology	20	
	ERC004	Practical Skills	20	
	ERC005	Design Studies	20	
	ERC006	Analytical Studies	20	
				Required completion of 120 credits at level 3. Successful completion of the course leads to progression onto Level 4 of the Facilities Management degree. Students who exit after the Foundation Entry year will receive a transcript of their modules and grades.
15. Personal Development Planning				
<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>				
16. Admissions criteria				
<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</p>				

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_facilities_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	✓	✓	✓		✓	✓	✓				✓					
	BN3070	Construction Law	COMP	✓	✓			✓	✓	✓				✓			✓		
	BN3080	Business and Entrepreneurship	COMP	✓	✓	✓		✓	✓	✓		✓	✓	✓			✓	✓	✓
	BN3040	Facilities Management	COMP					✓	✓	✓					✓				
	BN3030	Building Conservation	O					✓	✓	✓					✓				
	BN3010	Project Management & BIM	O	✓	✓			✓	✓	✓					✓			✓	✓
	BN3002	Maintenance Management	COMP	✓	✓			✓	✓	✓				✓					
	BN2830	Industrial Experience	O																
LEVEL 5	BN2980	Professional Practice - CPM	COMP	✓	✓	✓		✓	✓				✓			✓	✓	✓	✓
	BN2721	Health and Safety Management	COMP	✓		✓		✓	✓				✓						
	BN2105	Management & Project Planning	COMP	✓		✓		✓	✓				✓			✓		✓	✓
	BN2104	Contract Administration	COMP	✓		✓		✓	✓				✓				✓		
	BN2011	Production Economics	COMP	✓		✓		✓	✓				✓						
	BN2007	Building Services	COMP	✓		✓		✓	✓				✓						
	BN2001	Construction Technology	COMP	✓		✓		✓	✓				✓						
LEVEL 4	BN1992	Professional Practice (Quantification)	COMP	✓		✓		✓				✓				✓	✓	✓	✓
	BN1991	Professional Practice (Drawing and Surveying)	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 Facilities Management (120 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.
- B1. Exhibit an awareness of the key aspects of the process of facilities 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 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 Facilities 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 Facilities Management and related spheres of work.
- B1. Exhibit an awareness of the key aspects of the process of facilities 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.
- 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 Facilities 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 Facilities 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 facilities 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 facilities 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