Programme Specification

UNIVERSITY OF WESTMINSTER

Course record information

Name and level of final award	• Bachelor of Science with Honours - Construction Management The award is Bologna FQ-EHEA first cycle degree or diploma compatible
Name and level of intermediate awards	• Bachelor of Science (BSc) - Construction Studies • Diploma of Higher Education (Dip HE) - Construction Studies • Certificate of Higher Education (CertHE) - Construction Studies
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	Land, Construction, Real Estate and Surveying
Professional statutory or regulatory body	Chartered Institute of Building (CIOB) Chartered Association of Building Engineers (CABE)
Westminster course title, mode of attendance and standard length	• BSc Construction Management (CSM Apprenticeship), Part-time day, September start - 3 years standard length
Valid for cohorts	From 2025/6

Additional Course Information

This course is Direct Entry to Level 5.

Admission Initial Assessments

Assessments Prospective candidates for the Apprenticeship route must possess recognised Level 2 qualifications in Maths and English and either CertHE in Construction Management or Construction Site Supervisor Apprenticeship.

The University Apprenticeships Operations Coordinators assess these before the commencement of study. In addition to the standard application process and checks for both BSc Construction management courses, once an offer has been made for the Apprenticeship, the learner completes a Training Needs Analysis (TNA). This is provided as a self-assessment form by the University of Westminster Apprenticeships Operations Coordinators and viewed upon completion by an academic representative of the course.

Admissions requirements

There are standard minimum entry requirements for all undergraduate courses. Learners are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: https://www.westminster.ac.uk/study/undergraduate/how-to-apply

Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information:

https://www.westminster.ac.uk/current-students/guides-and-policies/student-matters/recognition-of-prior-learning

Aims of the programme

The BSc Construction Management has been designed to provide learners with a comprehensive and professionally oriented higher education experience in Construction Management. Construction Management's primary function is the management and organisation of sustainable construction production over the building project life cycle. Learners will enter directly into Level 5.

Construction managers have specialist skills and knowledge relating to the technologies of domestic, industrial and commercial building, construction processes, planning and programming, construction health and safety, project life cycle assessment, people management and leadership, and the business management of construction organisations. Equally Construction Managers need an appreciation of global issues as the UK exports construction services and expertise.

In fulfilling this purpose, the course aims to:

- Provide learners with knowledge and understanding of the context, core concepts and theories relevant to Construction Management in the design, creation and maintenance of a sustainable built environment. (Focusing principally on UK construction but including an international perspective).
- Develop transferable skills which learners will be able to apply both within an academic context and in their professional careers.
- Develop cognitive skills which learners will be able to apply in reaching professional judgements, solving problems and making decisions.
- Develop practical and technical skills relevant to Construction Management, which learners will be able to apply in an entrepreneurial and creative way in their professional careers.
- Encourage self-motivation and independent thought, such that graduates will be confident in challenging established working practices and responding to the future needs of the construction industry and its associated professions.
- Promote a culture of intellectual enquiry such that graduates will recognise the importance of lifelong learning for both personal and professional development to become resilient professional leaders and engaged global citizens.
- Promote social, ethical and environmental awareness.
- Promote a culture of intellectual enquiry such that graduates will recognise the importance of lifelong learning for both personal and professional development.

Employment and further study opportunities

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our learners.

The BSc Construction Management aims to create graduates who meet the needs of employers. Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The course develops a wide range of employability skills. These are contextualised through an understanding of the construction process, the specification of building work and the identification and correction of faults in existing buildings, as well as expanding the imporatance of sustainability and the role of retrofitting.

Graduates from this course have also pursued further studies at Masters level, either on a full time or part-time basis. Typical postgraduate courses have included cognate areas such as Construction, or more generic areas such as Project Management.

The principles of Graduate Attributes are interwoven throughout the course in both course content and delivery.

We also develop employability skills helping you develop as a professional in the workplace and secure promotion.

Typical job titles can include: Construction Site Manager, Assistant Construction Site Manager, Site Manager, Sub Agent, Assistant Site Manager or Construction Planner. They are associated with the management of building construction projects and are based on sites or in offices.

What will you be expected to achieve?

Learning outcomes are statements on what successful learners have achieved as the result of learning. These are threshold statements of achievement the learning outcomes broadly fall into four categories:

- The overall knowledge and understanding you will gain from your course (KU)
- Graduate attributes are characteristics that you will have developed during the duration of your course (GA)
- Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)
- Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 5 course learning outcomes: upon completion of Level 5 you will be able to:

- L5.01 Conduct self-directed and analytic research from a variety of credible sources to provide sustainable and innovative solutions to construction sector problems. (KU GA PPP KTS)
- L5.02 Critically analyse the different elements, functional requirements, systems, technologies and techniques used in the construction of high-rise buildings. (KU PPP KTS)
- L5.03 Appraise the requirements for the safe and sustainable design and construction of various types of structural elements in the built environment. (KU PPP KTS)
- L5.04 Investigate a variety of methods for the effective and sustainable planning, scheduling, coordination, execution and operation of construction projects. (KU GA KTS)
- L5.05 Demonstrate advanced knowledge and proficiency of industry standards, ethics and regulations to guide decision-making and problem-solving in the context of construction project management. (KU GA PPP KTS)
- L5.06 Analyse and justify pre-construction project management strategies, including planning, programming and value management to a project case study. (GA PPP KTS CS)
- L5.07 L5.07 Demonstrate advanced knowledge of global construction markets, opportunities, practices, regulations, cultural considerations and strategies to manage international projects effectively. (KU GA PPP KTS)

- L5.08 Applies a range of relevant interpersonal, team and networking skills to contribute to the enhancement of team performance in construction management related tasks. (GA KTS)

Level 6 course learning outcomes: upon completion of Level 6 you will be able to:

- L6.01 Justify the application of appropriate theories, methodologies, concepts and principles throughout the life cycle of construction projects and enhance lifelong academic and practical skills. (KU GA PPP KTS)
- L6.02 Critically evaluate the requirements of a construction project and recommend effective and sustainable strategies for the planning, governance, coordination, execution and operation. (KU GA KTS)
- L6.03 Evaluate complex procurement and tendering strategies for the selection of the project team for the execution of construction projects and the choice of effective contract strategies. (GA PPP KTS CS)
- L6.04 Critically analyse complex project finance structures within organisational management frameworks and propose innovative strategies to optimise the organisational and financial performance of construction projects. (KTS CS)
- L6.05 Critically analyse contemporary challenges in the built environment through a literature review and synthesise sustainable and innovative solutions through well-communicated reports. (GA PPP KTS CS)
- L6.06 Evaluate complex maintenance requirements and develop comprehensive facility management strategies that optimise the building's sustainable and cost-effective performance. (GA PPP KTS CS)
- L6.07 Critically assess, evaluate and implement sustainable practices to promote ethical, sustainable and responsible construction methods on construction projects leading to BREEAM certification. (GA PPP KTS CS)
- L6.08 Organises and communicates specialist and inter-related information, using selected criteria, to audiences in complex contexts associated with construction management. (GA KTS)

How will you learn?

Learning methods

The Construction Management apprenticeship program at the University of Westminster employs a hands-on, practical, and enquiry-focused learning approach designed to cultivate knowledgeable, adaptable, and resourceful learners. Equality, diversity, and inclusivity are integral to the educational experience. The course will covers construction management, equipping the learners with the relevant skills and knowledge they need to assist with the management of specialist contractors and workers on construction projects. Industry visits will be integrated into the modules as well as the opportunity to undertake work-based learning.

The education strategy has been designed to create knowledgeable and resourceful learners who are good communicators, capable of finding solutions to problems given to them and to be well-prepared for a future career as construction site managers. Apprentices will be taught in a way that is practical, active, inquiry/problem focussed, treating equality, diversity and inclusivity as integral to your education. The course will be taught by full-time academics and visiting lecturers, many of whom have considerable high-level industry experience, together with professional bodies certifications, and academics who are involved in research in the field of construction management alongside their teaching roles. Industry and professional expertise and research are brought into the teaching to create a rich and exciting learning environment for apprentices.

The teaching and learning is reflective of the practical and technical nature of construction management. Apprentices will learn from real-life examples, work-based learning, practical sessions, guest speakers from industry and other teaching methods which bring the learning to life to enhance the apprentice experience.

Apprentices are expected to participate in group activities such as problem-based projects, simulated group meetings, discussions and debates to enhance learning and reflect the collaborative nature of the profession that the Construction Site Supervisor apprentices will eventually be part of.

During the course, you will be encouraged to engage and develop the Knowledge, Skills and Behaviours (KSB) you are expected to fulfil as part of this apprenticeship qualification (listed below).

Knowledge	**What is required**
Sustainability	Understand the environmental impact of construction activities and how to minimise negative impacts during all stages of the project.

Knowledge	What is required
The Construction Environment	Review threats and opportunities for the construction industry and appraise and evaluate the influence of current legal, political and social issues on the industry.
Construction Management	Understand the project management cycle including the planning, budgeting, project funding and payment processes so as to lead to effective project delivery.
Construction Technology	Demonstrate knowledge and understanding of the construction process and of the materials and technology that comprise best practice.
Safe Systems of Work	Understand obligations for Health, Safety and Welfare issues on site, how to identify potential hazards and manage the risks.
Site Management	Apply knowledge of the construction process to the examination and selection of procurement processes. Evaluate different leadership styles in relation to particular projects.
Quality	Demonstrate knowledge of common defects in buildings and understand quality required.

Skill	What is required
Planning and Organising Work	Be able to set and review objectives, identify resources and their limitations and plan activities and work methods to ensure project completion on time.
Health, Safety and welfare	Be able to identify and manage risks of health, safety and welfare in line with legislation, hazards and safe systems of work.
Manage Quality	Be able to identify the standards required by clients and other stakeholders and implement effective procedures for managing, recording and improving quality.
Implement Sustainable Construction	Be able to manage construction activities in a way that contributes to sustainable development and implements best practice.
Commercial, Contractual and Legal Issues	Be able to manage legal and contractual matters relating to the site and work within commercial and legal constraints to ensure effective project outcomes.

Skill	What is required
Make Effective Decisions	Be able to investigate problems, causes and effects and determine solutions.
Manage Information	Be able to identify, obtain and process information required to manage projects.
Lead Commercial Strategy	Be able to manage risk and plan for its mitigation to minimise its impact.
Develop People and Teams	Be able to manage and appraise team members and specialist contractors, build teams, advise on development and resolve conflicts to ensure effective teamwork.
Demonstrate Innovation	Be able to identify areas for improvement, and implement innovative solutions.
Site Management	Be able to effectively manage and supervise specialist contractors and operatives during the construction phase.
Quality	Be able to identify and rectify common defects in construction activities.

Behaviours	What is required
Exercise Professional Judgement	Be able to work within own level of competence and know when to seek advice from others and when to be able to advise clients.
Commitment to Code of Ethics	Work within a PCI's rules and regulations of professional competence and conduct and demonstrate integrity and professionalism in all activities.
Communicate Effectively	Be able to plan and manage effective meetings, present information to a variety of audiences and demonstrate effective interpersonal skills.
Maintain CPD	Identify own development needs and take appropriate action to meet those needs.

The course team will reference the relevant Knowledge, Skills, and Behaviors (KSBs) during the teaching and assessment process. As part of your workplace activities, you will be encouraged to acquire these KSBs and create a portfolio that outlines how you meet them. This portfolio should include your University modules, on-the-job training, and workplace experiences. The learning process utilizes interactive, inquiry-based approaches prioritising equality, diversity, and inclusivity. The curriculum consists of problem-based projects, simulated group meetings, and collaborative activities that reflect the teamwork and dynamics of the construction industry. Additionally, apprentices will leverage advanced

digital technologies and industry-standard software to enhance their learning and professional skills, ensuring they are proficient with the tools and practices that shape modern construction professionals

Teaching methods

Situated in the heart of London, the Construction Management program leverages its unique location and industry connections to deliver a rich, practical, and immersive learning experience. The teaching methods are designed to reflect the practical and technical nature of the field, with an emphasis on active learning:

- Real-Life Examples and Work-Based Learning: The program incorporates real-life examples and work-based learning, allowing learners to draw from their own work experiences and see the direct application of their studies.
- Practical Sessions and Laboratory Work: Integral to the curriculum, these sessions include experiments and simulations that replicate real construction challenges, fostering a deep understanding of materials, structures, and building systems.
- Guest Lectures and Industry Engagement: The program regularly hosts guest lectures from leading industry professionals, including project managers, architects, engineers, and sustainability experts. These sessions offer invaluable insights, bridging the gap between academic learning and professional practice.
- Interactive Workshops and Seminars: Focused sessions on topics such as BIM (Building Information Modeling), sustainability, and smart technologies provide in-depth knowledge and practical skills.
- Problem-Based Learning: Learners tackle real-world problems, developing critical thinking and problem-solving skills essential for the construction industry.

These teaching methods, combined with the dynamic environment of London's booming construction sector, provide a comprehensive and flexible educational experience. Learners benefit from observing cutting-edge construction techniques and engaging directly with professionals who are shaping the future of the industry. Through this approach, learners are well-prepared for successful careers in construction management.

Equality, Diversity and Inclusivity

This Construction Management course is committed to fostering an inclusive learning environment that respects and values diversity. The curriculum is designed to integrate EDI principles throughout all aspects of learning and teaching. Learners engage with a variety of perspectives through diverse case studies, global project examples, and collaborative group work that reflect the multicultural nature of the construction industry. The course content includes modules on cross-cultural communication, international construction standards, and global project management, ensuring that learners develop an appreciation for different cultural contexts and inclusive practices.

Furthermore, the course delivery method actively promotes EDI by employing teaching strategies that accommodate different learning styles and needs. Interactive sessions, such as problem-based learning, workshops, and virtual reality simulations, provide equitable opportunities for all learners to participate and succeed. Guest lectures from a diverse range of industry professionals expose learners to various viewpoints and experiences, reinforcing the importance of inclusivity in professional practice. The program also ensures accessibility through a robust digital learning environment, offering flexible learning options and support services to cater to the diverse backgrounds and circumstances of the apprentice cohort.

Assessment methods

The course utilizes an 'assessment as learning' approach and implements an inclusive learning, teaching, and assessment strategy. This strategy includes culturally relevant materials and diverse and innovative teaching methods to achieve the desired learning outcomes. Learners are encouraged to engage inclusively, recognizing that they are developing a wide range of understandings, skills, values, and attributes that will benefit their professional lives.

Various assessments are designed to demonstrate your achievement of the module learning outcomes and help you fulfil this qualification's required Knowledge, Skills, and Behaviors (KSBs). There is a strong emphasis on industry-focused, 'real-world' assessments such as reports, portfolios, presentations, and plans. Specific practical activities, including risk assessments and site evaluations, are also included to meet the requirements of professional bodies. The course employs a variety of assessment types to ensure inclusivity, allowing learners to leverage their strengths while developing other assessment areas throughout the course.

For each summative assessment, you will have the opportunity to receive formative feedback. This specific and timely feedback is a crucial part of the assessment process, offering valuable insights into your progress and helping you improve both your work and grades. Throughout each module, you will have multiple opportunities for formative feedback to prepare you for your assessments. Occasionally, you will be asked to critically reflect on your experiences, enabling you to understand what you have learned and how to apply it in your career and other areas of life.

The assessments in these modules allow you to demonstrate your achievement of learning outcomes through work-based and experiential learning activities, facilitating your personal and professional development. At each level, you will be assessed on your academic knowledge, practical application, and your ability to re-contextualize knowledge, connect theory to practice, and develop your own theoretical perspectives on practice. Assessed tasks will often involve real-world scenarios, such as valuation exercises, negotiation skills, and responses to client requests.

As you progress through the course, the scope and depth of the assessments will increase, helping you gradually build confidence and enhance your knowledge, skills, and understanding. A variety of assessment methods are used, and modules are generally assessed using more than one means of assessment. Assessment methods could take the form of:

Projects: These will be based on a scenario that relates directly to a construction related situation and will require an objective solution to the problem that has been set.

Mock business discussions: where learners assume the role of consultants or engage in role play activities to demonstrate problem solving and stakeholder management proficiency.

In-tray activities: Simulation of real-life work scenarios where a supplier, the site, or the client introduces a new factor that alters pre-existing plans.

Essays or Reports: These will be discrete elements of assessment based on a problem or scenario relating to the built environment, technology or design. These will require investigation and research into a specific area and the formulation of an objective conclusion, which is supported by appropriate referencing.

Presentations: These will be in the form of a group presentation or on an individual basis that address concepts of a particular scenario. These will also include a question and answer element.

Portfolios: Some assessments are based upon the production of a number of individual elements of work which collectively develop a solution to a particular problem or situation. The portfolios will include some or all of the following: artefacts, models, drawings or posters.

Debates: Group debates will be conducted around a particular topic or subject area. A proposition will be offered and defended within the group context.

Reflective journals: Journals in which apprentices document their experiences and reflect on these, used especially for Work Based Learning.

The central aim of the teaching and learning strategy is to promote the development and delivery of a sustainable built environment to meet the needs of clients both nationally and internationally whilst considering sustainability development goals and the impact of the built environment on communities across the globe. The principles of construction technology, professional practice, ethics, health and safety and CDM are fundamental to the delivery of the built environment and are covered at each level in the programme.

The use of digital practice is increasing in construction and will affect working practices, decision making and efficiency in project delivery. Digital practice is covered throughout the course to equip the learners with the appropriate skill set to meet the new challenges in the construction industry.

Apprenticeship Gateway and End Point Assessment (EPA)

To proceed with the apprenticeship, learners must pass through a gateway before undertaking the End Point Assessment (EPA). Completing the EPA is essential for obtaining a CertHE Construction Management and fulfilling the Apprentice Standard requirements.

To pass through the gateway, apprentices must complete all on-programme modules and submit a portfolio of evidence, which can be submitted online or in paper form. This portfolio should demonstrate how the apprentice has met each of the knowledge, skills, and behaviour statements outlined in the standard. It assures the employer that the apprentice is fully prepared to begin the End Point Assessment process.

Once the apprentice has passed through the gateway by completing the modules and the portfolio, the EPA process begins. The EPA consists of three components: an online test, a project, and a professional discussion. This assessment will be independently evaluated by an organization registered as an End Point Assessor.

The online test typically takes place within one month after passing through the gateway. It comprises 20 questions that must be completed in 40 minutes, focusing on the knowledge acquired during the apprenticeship.

The project is developed after passing through the gateway and should be designed in collaboration with both the employer and the university to ensure that all knowledge, skills, and behaviours (KSBs) are addressed. The project is

expected to be approximately 2,500 words in length.

The professional discussion generally lasts for one hour. During this time, you will discuss your acquired behaviours, share your experiences throughout the apprenticeship, and explain how you have applied the KSBs in your workplace.

In your final year of study, there will be an EPA preparation module, which will help you present yourself professionally and fulfil the requirements of the gateway and EPA. For more information about the gateway and the EPA, refer to the EPA plan that will be issued to you and the supporting materials available on the course site.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	L5.01, L6.01, L6.02, L6.04, L6.06, L6.08
Literate and effective communicator	L5.04, L5.07, L5.08, L6.01, L6.03, L6.05, L6.07, L6.08
Entrepreneurial	L5.01, L5.04, L5.06, L5.08, L6.01, L6.02, L6.03, L6.04, L6.06
Global in outlook and engaged in communities	L5.05, L5.07, L5.08, L6.02, L6.05, L6.07
Socially, ethically and environmentally aware	L5.01, L5.04, L5.05, L5.07, L6.05, L6.06, L6.07

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate learners study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all learners on the course.
- **Option** modules give you a choice of modules and are normally related to your subject area.
- **Electives**: are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.
- Additional information may also be included above each level for example where you must choose one of two specific modules.

Modules

Level 4

Module Code	Module Title	Status	UK credit	ECTS
no modules for this level				

Level 5

Degree Apprentice Undergraduate learners study patterns are as follows:

- Year 1: 80 credits at Level 5
- Year 2: 40 credits at Level 5 and 40 Credits at Level 6
- Year 3: 80 credits at Level 6

Award of Diploma of Higher Education or Foundation Degree available after completion of Year 2.

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
5CNMN018W	Construction Health and Safety - AR	Core	1	20	10

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
5CNMN020W	Construction Project Management - AR	Core	1	20	10
5CNMN024W	Procurement, Tendering and Contract Management - AR	Core	1	20	10
5BUIL021W	Structural Principles - AR	Core	1	20	10
5CNMN021W	Digital Technologies in Construction - AR	Core	2	20	10
5CNMN022W	International Construction - AR	Core	2	20	10

Level 6

Degree Apprentice Undergraduate learners study patterns are as follows:

- Year 1: 80 credits at Level 5
- Year 2: 40 credits at Level 5 and 40 Credits at Level 6
- Year 3: 80 credits at Level 6

Award BSc Honours available after completion of Year 3.

The module 6EPAB001W Apprenticeship End Point Assessment Level 6 must be passed in order to achieve the University qualification.

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
6CNMN015W	Facilities Management - AR	Core	2	20	10
6CNMN019W	Sustainable and Innovative Construction - AR	Core	2	20	10
6BUIL018W	International Building Challenge Project - AR	Core	3	20	10
6EPAB001W	Apprenticeship End Point Assessment Level 6	Core	3	0	0
6BUIL017W	Deep Retrofitting - AR	Core	3	20	10
6CNMN014W	EPA Preparation - Construction Site Management	Core	3	20	10
6CNMN016W	High-Rise Sustainable Construction Technology - AR	Core	3	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

The BSc (Hons) Construction Management course is accredited by the Chartered Institute of Building (CIOB) and the Chartered Association of Building Engineers (CABE). Accreditation can be helpful to graduates in securing employment, as many employers require their staff to be professionally qualified.

The course is recognized and accredited by the Chartered Institute of Building (CIOB), which was established in 1834 and granted a Royal Charter in 1980. This accreditation signifies a peer review process and acknowledges the achievement of quality standards in delivering this course. It is periodically reviewed to ensure that the course continues to provide high-quality education in the built environment.

The CIOB serves as this apprenticeship's End-Point Assessment Organization (EPAO). An EPAO is responsible for delivering End-Point Assessments, which are the final and most critical stage of an apprenticeship. These assessments are unbiased and conducted independently to determine whether an apprentice has demonstrated the knowledge, skills, and behaviours outlined in the apprenticeship standard.

Course management

Your course is one of several programs offered within the School of Applied Management, which is part of the College of Westminster Business School at the University of Westminster. It is managed by a designated course leader, who is supported by the Head of School, Assistant Heads of School, and other senior staff members, including the Associate Heads of the College. The course leader collaborates with the course teaching team, responsible for individual modules and overall planning.

During the arrivals week, you will have the opportunity to meet your course leader, teaching team, and senior management team members. This week will include a series of events designed to assist you with enrollment and registration and to help you familiarize yourself with the university, its processes, and the culture of higher education.

The course is monitored annually by the course leader and senior members of the School and College to ensure its effective operation and to address any issues that may impact the learner experience. Throughout the year, there will be Course Representative meetings, where staff will review feedback, evidence of learner progression and achievement, and reports from external examiners to evaluate the course's effectiveness. All courses undergo annual reviews as part of the School, College, and University Annual Monitoring processes, with ultimate reporting to the Academic Council of the University, which is responsible for maintaining quality and standards.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations.

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All learners enrolled on a full-time course and part time learners registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where learners access their course materials, and can communicate and collaborate with staff and other learners. Further information on Blackboard can be found at https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard

The Academic Learning Development Centre supports learners in developing the skills required for higher education. As well as online resources in Blackboard, learners have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Learners can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Learners can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Learners can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international learners and the chaplaincy providing multi-faith guidance. Further information on the advice available to learners can be found at https://www.westminster.ac.uk/student-advice

The University of Westminster Students' Union also provides a range of facilities to support learners during their time at the University. Further information on UWSU can be found at https://www.westminster.ac.uk/students-union

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university. a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the learner experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of learner surveys, learner progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Learners meet with revalidation panels to provide feedback on their experiences. Learner feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on learner feedback?

Learner feedback is important to the University and learner views are taken seriously. Learner feedback is gathered in a variety of ways.

- Through learner engagement activities at Course/Module level, learners have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting learner experience across the School. Student representatives are also represented on key College and University committees.;
- All learners are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- Final year Undergraduate learners will be asked to complete the National Student Survey which helps to inform the national university league tables.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a learner might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to learners.

Additional Details

Admission Initial Assessments

Assessments Prospective candidates for the Apprenticeship route must possess recognised Level 2 qualifications in Maths and English and either CertHE in Construction Management or Construction Site Supervisor Apprenticeship.

The University Apprenticeships Operations Coordinators assess these before the commencement of study. In addition to the standard application process and checks for the BSc Construction Management course, once an offer has been made for the Apprenticeship, the learner completes a Training Needs Analysis (TNA). This is provided as a self-assessment form by the University of Westminster Apprenticeships Operations Coordinators and viewed upon completion by an academic representative of the course.

Off-the-Job Training

Learners on this course are required to have a 20% off-the job training for the duration of the course. This means that 20% of their contracted working hours must be used for development activities aligned with the Apprenticeship Standard for this course. During University term- times, the day release to the university covers 20% for those weeks, at other times, examples of activities that can be used for off-the-job training include:

- Job shadowing.
- Mentoring.
- Attending meetings.
- Project work.
- Professional networks.
- Events and competitions.
- Visits to wider parts of the department.
- Visits to industry and to other Government Departments.
- Writing self-assessments.
- Writing assignments.
- Reflective journals.
- Revision.
- Peer discussions.
- Preparation for Assessments & Exams.

Activities included are guided by the ESFA and could be subject to change. The Apprenticeships Team will provide up to date guidance to you during the course of your programme.

Tripartite Reviews

When apprentices begin their studies, they receive guidance during an induction on how to use software for recording their off-the-job training hours and activities. Following this, each apprentice, along with their workplace mentor and University of Westminster representative, participates in tripartite reviews every three calendar months. These are scheduled online meetings, arranged in advance at a convenient time for everyone involved. During the tripartite review, there is a discussion about the apprentice's progress in all aspects of the course, including their off-the-job training requirements. All topics covered in the meeting are documented, and any questions or issues that arise are promptly addressed, either in the workplace or at the university, as appropriate.