Programme Specification

UNIVERSITY OF WESTMINSTER

Course record information

Name and level of final award	• Certificate of Higher Education (CertHE) - Construction Management The award is Bologna FQ-EHEA first cycle degree or diploma compatible
Name and level of intermediate awards	
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	TBC
Westminster course title, mode of attendance and standard length	• Cert HE Construction Management (CSS Apprentice), Part-time day, September start - 2 years standard length
Valid for cohorts	From 2024/5

Admissions requirements

There are standard minimum entry requirements for all undergraduate courses. Students 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 Certificate of Higher Education: Construction Management has been designed to provide apprentices with the technical, practical and professional skills required for a successful career as a construction site supervisor, across organisations operating in a wide range of areas, including both the public and private sector. It forms part of the on-programme assessment for the Construction Site Supervisor Apprenticeship (standard ST0048).

The discipline of construction management is one which is well established within both public and private organisations, and demand for suitably qualified construction site supervisors is high. This course is designed to combine current industry practice with associated construction management theory.

In fulfilling this purpose the course aims to:

- Develop transferable skills which apprentices will be able to apply both within an academic context and in their professional careers.
- Develop cognitive skills which apprentices will be able to apply in reaching professional judgements, solving problems and making decisions.
- Develop practical and technical skills relevant to construction management, which apprentices will be able to apply in an entrepreneurial and creative way in their professional careers.
- Foster an environment in which learning experiences are shared by apprentices, promoting good quality communication and the inter-disciplinary nature of the construction profession.
- Encourage self-motivation and independent thought, such that apprentices will be confident in challenging established working practices and responding to the future needs of the construction management profession.
- Promote a culture of intellectual enquiry such that apprentices 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 apprentices 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 students.

The Certificate of Higher Education: Construction Management aims to create site supervisors who are able to assist in the supervision of specialist contractors and workers on construction projects who are based on construction sites with occasional time in offices.

Construction site supervisors need good planning, organisation, leadership, management and communication skills.

The main duties and tasks of a construction site supervisor are:

- Supervision of specialist contractors
- The control of health and safety standards on construction projects
- Recording, control and reporting of progress on a construction project
- The minimisation of the environmental impact of construction projects
- Control of the quality of works on a construction project
- Assisting commercial staff with the monitoring of costs on a construction project

What will you be expected to achieve?

Learning outcomes are statements on what successful students 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 4 course learning outcomes: upon completion of Level 4 you will be able to:

- L4.01 Recognise the responsibility which all construction disciplines have in designing, creating and maintaining a sustainable built environment. (KU KTS)
- L4.02 Demonstrate a broad knowledge and understanding of the principles that underpin the study of construction, specifically in relation to simple building forms. This knowledge base will comprise key theories and concepts of building design, building science, construction technology, site surveying and data analysis. (KU KTS)
- L4.03 Demonstrate an awareness of the context in which the construction industry and its associated professions operate, including social, economic, legal and cultural influences. (KU GA)
- L4.04 Collect numerical data from observations, surveys, measuring equipment and published sources, record the data accurately, manipulate the data using established principles, and present the findings using standard classifications. (KU KTS)
- L4.05 Undertake simple research tasks with guidance, to collect and categorise ideas and information which are presented in a standard format. (GA KTS)
- L4.06 Communicate in a clear and concise manner by producing material in an appropriate format, with sources acknowledged and referenced. (GA PPP)
- L4.07 Use appropriate information technology applications to enter, edit and save data, including text, images, numerical and graphical data. (GA KTS)

How will you learn?

Learning methods

The course will cover the foundations of construction management, equipping the learners with the relevant skills and knowledge they need to assist with the supervision 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 supervisors. 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 experience 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 take part in group activities such as problem based projects, simulated group meetings, discussions and debate to enhance learning and reflect the collaborative nature of the profession that the Construction Site Supervisor apprentices will eventually be part of.

Teaching methods

The teaching of the course takes the form of lectures, seminars, workshops, one to one tutorials and online materials using Blackboard, the University's Virtual Learning Environment. In addition to face-to-face normal learning in classrooms, the course will also use blended learning approach in some modules where sessions are delivered asynchronously, and exercises are undertaken remotely, and online using BB Discussion Boards and other platforms. This has the advantage of simulating the reality of the practice of construction management in recent and coming years, where teams are becoming virtual and leading projects is sometimes done remotely. Apprentices are expected to undertake their own study and will be guided and supported to enable them to study effectively.

As this course is an apprenticeship, apprentices will be in relevant work, typically in an assistant site manager, assistant supervisor or construction site supervisor within an organisation. Teaching will focus on the apprentices' experiences and develop these further, requiring apprentices to reflect on their learning and recognise the additional skills and knowledge gained from study.

Digital technologies are widely used in construction management, and influence working practices, decision making and efficiency in all types of project. Apprentices use technology throughout their studies, such as standard software packages to produce assessments (e.g. Microsoft Word, Excel and PowerPoint), and design tools to aid with CAD drawing. Some modules will make references to the most popular software packages used to support the job of construction managers.

Equality, diversity and inclusivity

The curriculum will be inclusive, accessible and promote decolonisation and diversification through using multiple case studies from across the globe, highlighting the importance of construction management and the challenges faced in working across different sectors, industries, and cultures. An example being the module Introduction to the Built Environment, which requires the apprentices to consider how to overcome barriers to communication which can be present through working in different cultures.

Equality, diversity and inclusion of students is central to the learning and teaching on this course, encouraging all students to engage and fulfil their potential. In line with QAA guidance and the University's commitment to equality and diversity, the course has adopted an inclusivity strategy with the objective of removing arbitrary and unnecessary barriers to learning, facilitating a learning experience accessible for all apprentices. This is irrespective of the group or groups to which they belong, raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. Through this, all apprentices will feel like they belong, and have the opportunity to engage, not made to feel isolated. Access to learning opportunities will be provided to disabled and non-disabled apprentices through inclusive design, with reasonable individual adjustments being provided wherever necessary.

Assessment methods

The course has a variety of assessment methods, allowing apprentices to demonstrate their understanding and interpretation of core learning material and develop their intellectual ability within the context of an assessment.

In every module there will be formative assessment whereby feedback is provided to apprentices before submission of any summative assessment, to enable apprentices to learn from this feedback and improve their performance.

A number of modules have assessment based upon a collaborative project, for which apprentices work in groups to achieve the outcomes of the assessment. This is to provide an authentic experience of working in a project team, reflecting what apprentices will experience in the workplace.

A variety of assessment methods are used and modules are assessed generally using more than one means of assessment. Assessment methods could take the form of:

Examinations: These will comprise of tasks based on a problem or argument, which requires knowledge of the subject and the reference material as appropriate. This is in line with the overarching assessment strategy. These can be written, multiple choice or combination of both.

Online timed assessments: Online open book, time restrained assessments completed outside the classroom.

Reports: These will be discrete elements of assessment based on a problem or scenario relating to the topics introduced in the module. The assessment involves analysing a problem and applying the taught concepts and/techniques to arrive at solutions. The work should be supported by appropriate referencing.

Projects: These will be based on a scenario that relates directly to a project in the apprentice's workplace and will require an objective solution to the problem that has been set.

Simulated Team Meetings: This will be in the form of a group meeting and involves role play. Roles are described in the assignment brief and allocation of roles are made by the module leader. The assessment involves a meeting agenda to be followed and a set of questions to be answered to reach a set of decisions by the end of the meeting.

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 artefacts, models, and/or drawings.

Presentations: These are used as part of formative assessment and they will address concepts of a particular scenario and include a question and answer element.

Apprenticeship Gateway and End Point Assessment (EPA)

The Certificate of Higher Education: Construction Management forms part of the Construction Site Supervisor Apprenticeship. The apprenticeship requires the learners to pass through a gateway before undertaking an EPA. Successful completion of the EPA is an additional requirement to the Cert-HE, to meet the Apprentice Standard. To pass through the gateway, in addition to completion of the on-programme modules, the apprentices must complete an online or paper-based portfolio of evidence which demonstrates how the apprentice has met each of the knowledge, skills and behaviour statements in the standard. The portfolio can be used to help inform the employer that the apprentice is fully prepared to commence the End-point assessment process.

After passing the gateway (the modules and the portfolio), the EPA process is initiated. EPA consists of an online test, a project and a professional discussion. The EPA will be independently assessed by an organisation on the register of end point assessors.

More information about the gateway and EPA will be found in the apprentice course handbook and on the course web page.

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students 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 students 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

You will study 60 credits in year 1 and 60 credits in year 2.

Upon completion of the Certificate of Higher Education and the portfolio of evidence, apprentices will proceed onto the apprenticeship End Point Assessment.

Module Code	Module Title	Status	UK credit	ECTS
4EPAB001W	Apprenticeship End Point Assessment Level 4	Core	0	0
4BUIL008W	Building Design	Core	20	10
4BUIL006W	Building Science (Technology 1)	Core	20	10
4BUIL004W	Construction Technology and Services (Technology 2)	Core	20	10
4CNMN001W	Introduction to the Built Environment (Management 1)	Core	20	10
4PJMN001W	Project, Commercial and Organisational Environment (Management 2)	Core	20	10
4CNMN002W	Site Engineering and Management	Core	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

None.

Course management

The Certificate of Higher Education: Construction Management has a Course Leader who will manage the course. The Course is located within the School of Applied Management, part of Westminster Business School, at the Marylebone campus.

- Brian Adams (b.adams@westminster.ac.uk) is the Course Leader for the Certificate of Higher Education: Construction Management course.
- Jane Wright (wrightj@westminster.ac.uk) is the Head of School of Applied Management and holds responsibility for all courses in the Department.

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 students enrolled on a full-time course and part time students 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 students access their course materials, and can communicate and collaborate with staff and other students. 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 students in developing the skills required for higher education. As well as online resources in Blackboard, students 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. Students1 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). Students 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. Students 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 students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students 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 students 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 student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student 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. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

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

- Through student engagement activities at Course/Module level, students 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 student experience across the School. Student representatives are also represented on key College and University committees.;
- All students 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 students 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 student 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