

## Programme Specification

**Please note:** This specification provides a 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 passes the programme. More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each unit can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed annually by Activate Learning and may be checked by the awarding organisation (Pearson) and/or the Office for Students.

### Higher National Certificate in Construction Management for England

1. Awarding Institution/Body	Pearson Education Ltd
2. Teaching Institution	Activate Learning
3. Faculty	Technology
4. Teaching site	City of Oxford College (Technology campus)
5. Mode of Delivery	2 Years, Part-time, Face-to-face
6. Final award	Higher National Certificate
7. Programme	Construction Management for England
8. UCAS Code	N/A
9. Credits/ECTS Value	120 Credits
10. Study level (FHEQ)	4
11. Date of creation	May 2023
12. Intended start date of delivery	September 2023
13. Date for review	July 2024

#### 14. Aims of the programme

The HNC in Construction Management for England has been designed in collaboration with employers to help students secure the knowledge, skills and behaviours needed to succeed in the workplace. In doing so, the programme will develop students as professional, self-reflecting individuals able to meet the demands of employers in the construction sector and adapt to a constantly changing world.

The main aims of the HNC in Construction Management for England are to:

- give students the skills, knowledge and understanding they need to achieve high performance in the international construction environment.
- develop students with enquiring minds, who have the abilities and confidence to work across different business functions and to lead, manage, respond to change, and tackle a range of complex construction situations.
- provide the core skills required for a range of careers in construction, specifically those related to management and operations.
- offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic ambitions.
- develop students' understanding of the major impact that new digital technologies have on the construction environment.
- provide insight into international business operations and the opportunities and challenges presented by a global marketplace.
- equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity, and values, and to allow flexible study to meet local and specialist needs.

There will be a strong emphasis on the development of both individual practice and an understanding of professional and employment-focused skills. The programme will also provide you with a higher level of contextual awareness of Construction Management practices, enabling you to progress onto further higher-level study.

The level 4 units provide a foundation of learning by providing a broad introduction to construction and different construction management functions. This develops and strengthens core skills while preparing students for specialist subjects at Level 5 or to enter employment with the qualities necessary for job roles that require some personal responsibility.

Students will gain a wide range of construction knowledge linked to practical skills gained through research, independent study, directed study and workplace scenarios. Students are involved in vocational activities that help them to develop behaviours (the attitudes and approaches required for a specific competence) and transferable skills. Transferable skills are those such as communication, teamwork, research, and analysis, which are highly valued in higher education and in the workplace. By the end of Level 4, students will have sound knowledge of the basic concepts of construction. They will be competent in a range of subject-specific skills as well as in general skills and qualities relevant to key areas of construction management.

### **Progression**

The Level 4 Higher National Certificate in Construction Management for England provides a solid grounding in construction which students can build on should they decide to continue their studies to level 5 (HND) and further to degree-level study\*. In addition, the qualification may provide links to industry-related and employer-supported apprenticeships schemes that can provide further opportunities for enhanced employment.

\*Students should be aware that university admission criteria are always subject to change and remain at the discretion of the institution. Students should take time to understand the course entry requirements for the subject, year, and grade before applying. For more information on entry requirements, including 2+1 articulations, please visit: <https://www.highernationals.com/degree-finder>.

## **15. Programme Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, practical and transferable skills and other attributes.

Upon successful completion of the HNC in Construction management for England, students will have developed:

1. A sound understanding of the principles in their specialist pathway of study.
2. Have learned to apply those principles more widely.
3. Will have learned to evaluate the appropriateness of different approaches to solving problems.
4. Will be able to perform effectively in their chosen field and will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

## **Learning, Teaching and Assessment Strategy**

A wide range of teaching, learning and assessment methods are used according to the learning outcomes of specific units, including workshops, demonstrations, lectures, seminars, critiques, live projects, and collaborative practice. Students bring with them a wide variety of experiences and expertise and teaching and learning strategies draw upon this, allowing students to learn from each other.

Each unit is assessed on completion although there will be formative assessment opportunities in each unit for students to receive feedback prior to the final submission date. All project work will be assessed. This will take the form of verbal and written feedback

including a grade for each unit. Each assignment brief states which unit and learning outcomes are being covered, and the assessment criteria.

All students are provided with access to a wide range of resources on the Virtual Learning Environment (VLE), known as Activate Learning On-line (ALO) which is also the primary location for tracking progress and accessing feedback. Students will also have access to an HD TV studio, a cinema room, multiple Mac suites, dark rooms, and dedicated art workshops and studio.

Tuition fees are £3,265 per year and are published for the first year of entry only and may increase in subsequent years in line with an inflationary amount determined by the Office for Students.

The following learning and teaching interventions have been designed to enable students to achieve the learning outcomes:

<b>Learning intervention</b>	<b>Content and Learning outcomes</b>	<b>Mode of experience</b>
Lectures	These introduce each topic area, contextualising students' prereading and drawing out interesting points of academic interest in a practical, construction-focussed context. They will also provide a platform for students to use and grow their knowledge of the specific module-oriented hardware and software.	These will be delivered face-to-face in a classroom setting providing students with the opportunity to ask questions to clarify their understanding
Seminars	These provide a forum for students to explore practice techniques and explore and apply theory to problems and case studies, developing their skills and deepening their knowledge in the process. They are often premised upon the flipped classroom approach, with students expected to have reviewed the lecture, done the reading, and prepared exercises in advance.	These will be undertaken during scheduled teaching time and provide opportunities for students to work individually or in small groups.
Feedback sessions	These provide an opportunity for students to develop their individual learning through individual or small group contact with their lecturer. There is no formal teaching structure for these sessions. Students might use these to i) revisit topics covered in lectures, seminars, or their own individual study ii) develop their understanding of topics covered in lectures and seminars iii) obtain formative feedback on work or coursework assessments.	These sessions provide the opportunity for students to gain feedback from tutors on their progress to date.
Workshops	These provide a forum for students to apply the knowledge and skills that they have developed in the context of practical sessions. External speakers may also contribute to workshops. The focus here is on the development of general transferable skills.	These workshops will be undertaken face-to-face during scheduled teaching time.
One-to-one support	This provides the opportunity for students to clarify issues arising from their reading / any of the above activities, as well as to seek guidance on how to develop and improve their skills both theoretical and in the module requirements. As such, there is both a knowledge and skills component to this support, albeit tailored to the specific needs of the individual students.	Students will have access to their module and/or study support tutor for advice by a range of methods (face to face, telephone, email, chat etc.).

## Assessment Strategy

A variety of modes of assessment are used on the programme. These are designed to be the most appropriate assessment methods for each of the modules in question in terms of their learning outcomes. Assessments are designed to replicate the kind of activity students would be expected to undertake in the workplace wherever possible. In order to manage student and staff workload, an assessment schedule will be provided which will indicate the key formative, summative and assessment feedback dates for each assessment/unit.

The following assessment methods are employed to enable students to meet the learning outcomes:

- Practical assignments
- Written assignments.
- Group assessment.
- Peer assessment.

This multi-dimensional approach has the following benefits:

- As in work, students are assessed based on their performance over the entire programme;
- During this assessment regime, students' written, oral and online communication skills will be assessed along with their capacity to work in a team and individually to meet set deadlines.

Grading:

- Each unit is graded as either a Pass, Merit or Distinction. A Pass is awarded for the achievement of all outcomes against the specified assessment criteria. Merit and Distinction grades are awarded for higher level achievement. Students who fail to achieve a Pass in any unit will be referred and provided with one further opportunity to pass the unit.

### **Feedback**

Students will have the opportunity to receive formative feedback, typically as part of the academic feedback sessions during the term. During the sessions feedback will be provided in writing and orally. Draft presentations and assignments are also scheduled for which feedback is provided in advance of the summative assessment. Students will receive feedback on summative assessment within 15 working days of their submission deadline.

### **The Online Learning Environment**

Students are supported by a wide range of learning resources made available via the Online Learning Environment enabling them to study wherever and whenever they want, on their laptop, tablet, or smartphone.

Through Activate Learning Online (ALO) students can access a variety of high-quality study materials designed to support their learning. These include all essential reading including textbooks, articles, and multimedia content such as videos. In addition:

- Recommended reading is available in electronic format which can be read online or downloaded on to student devices for offline reading.
- All lectures are recorded and available online so that students can watch them on their laptops, tablets, or smartphones, pause and review subject matter that they find difficult to understand and watch them again as revision.
- Interactive topic reviews are provided to help students self-assess their understanding of a subject either at the start or end of a topic in order to help embed learning.
- Discussion forums for online discussion and debate are provided.

In addition to learning resources ALO also provides students with a gateway to a wide range of other resources to help them with their studies including news and announcements, timetables, support, and guidance.

In addition to the provision of all essential reading in electronic format students also have access to a wide range of online library resources via ALO using their Athens account which is provided at the start of the programme.

Library resources include full access to an online library that contains access to academic books and journals across all computer-related subjects, disciplines, and databases.

## 16. Programme Structure, Levels, Units and Credits

### Introduction to the programme

The programme is designed to be studied full-time over two academic years of 32 weeks each.

The HNC in Construction Management for England is a qualification of a minimum of 120 credits comprising 8 Core (Mandatory) units of 15 credits each.

Students must successfully complete each unit to be awarded the specified number of credits for that unit. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time.

The programme is designed around enhancing the employability of students and their long-term career prospects. This includes developing attributes in students such as resilience and an appreciation of cultural diversity and its impact on commercial entities and decision-making, particularly in a global environment. It aims to provide a solid theoretical and academic foundation, enabling students to solve problems and capitalise on opportunities within the context of Construction Management.

The programme also aims to make students aware of their social responsibilities to the community as much as to the needs of employers. In the digital age of pervasive social media, this is a commercial as well as an ethical imperative, and one with which students on the programme will be fully acquainted.

## 17. Programme Structure

### HNC in Construction Management for England

Unit N°	Unit Type	Unit Title	Level	Credits
1.	<b>Core</b> <i>Mandatory</i>	Construction Design Project (Pearson set)	4	15
2.	<b>Core</b> <i>Mandatory</i>	Construction Technology	4	15
4.	<b>Core</b> <i>Mandatory</i>	The Construction Environment	4	15
5.	<b>Core</b> <i>Mandatory</i>	Legal and Statutory Requirements in Construction	4	15
6.	<b>Core</b> <i>Mandatory</i>	Digital Applications for Construction Information	4	15
11.	<b>Core</b> <i>Mandatory</i>	Financial Management and Business Practices in Construction	4	15
12.	<b>Core</b> <i>Mandatory</i>	Tender and Procurement	4	15
13.	<b>Core</b> <i>Mandatory</i>	Building Information Modelling	4	15

## 18. Support for Students and their learning

Student progression on the programme is supported by the Programme Coordinator, Unit Leaders, and central student services, and includes:

## **18. Support for Students and their learning**

- An induction programme introducing new students to the subject of study, higher level skills that need to be developed, and the college facilities including the library, IT facilities, staff, and other students.
- Scheduled 1:1 and group tutorials which provide opportunities for academic, pastoral support and formative and summative feedback.
- General HE student and programme-specific handbooks available in electronic format on VLE.
- Access to a well-equipped library, online journals, e-books, and up-to-date ICT equipment.
- Personal development planning sessions integrated into the programme
- Access to counsellors and support for students with additional learning needs.
- Written assessment feedback (provided within 15 working days of assessment submission date).
- Access to regularly updated resources on the course section of the VLE

### **Academic and pastoral support:**

- At the commencement of the programme students will be allocated a Personal Tutor, who will effectively act as their academic mentor.
- Personal Tutors will provide ongoing advice on academic and pastoral matters (in partnership with academic tutors in other modules). They will act as students' first port of call for support during their studies.
- Students will have an initial one-to-one meeting with their Personal Tutor in the first few weeks of their studies as part of a settling in process, in which any early issues of an academic or pastoral nature may be addressed.
- Students' academic progress will be formally reviewed at least twice per academic year by their Personal Tutor.

### **Learning support:**

- A team of HE Study Support tutors provide an inclusive service which supports any student with additional learning needs with individual advice and guidance on how to progress through their studies. Further information is available in the Student Handbook and on ALO.

### **Bursaries:**

- A range of bursaries are provided to support students through their studies. Further details of these, including eligibility criteria and how to apply are posted on the ALO site and in the student handbook.

## **19. Admissions Criteria**

Applicants for the HNC in Construction Management for England will normally be expected to possess at least one of the following:

- A BTEC Level 3 qualification in Construction with a minimum of a Merit overall, plus:
- A GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A\* to C (or equivalent) and/or 9 to 4 (or equivalent) in subjects such as Maths and English.
- Other related level 3 qualifications
- An Access to Higher Education Diploma from an approved further education institution
- Relevant work experience.

Applications from students returning to education who do not possess the formal entry qualifications, but can demonstrate relevant industry experience, will be considered on merit but would normally be expected to have achieved a Level 2 Maths and English qualification.

All applicants will be interviewed prior to a decision being made.

**English language requirements:**

To ensure that each applicant can demonstrate their capability to learn and be assessed at the relevant level in English, students who are non-native English speakers and who have not carried out their final two years of schooling in English will be required to demonstrate their ability at a standard equivalent to:

- Common European Framework of Reference (CEFR) level B2
- PTE Academic 51, or
- IELTS 5.5 (reading and writing must be at 5.5).

**20. Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning**

- Student module evaluations
- Student focus groups
- Annual programme monitoring reports
- External Examiners report
- Periodic programme review
- Annual staff appraisal
- Peer observation

**21. Committees with responsibility for monitoring and evaluating quality and standards**

HE Committees/Boards at Activate Learning:

- Programme Committee
- Faculty Improvement Boards
- Higher Education Academic Board
- Higher National Assessment Board

**22. Mechanisms for gaining student feedback on the quality of teaching and their learning experience**

- Internal student satisfaction surveys
- Student complaints procedure
- Academic appeals procedure
- Programme Committees
- Unit evaluations
- Student representation system

**23. Indicators of Quality and Standards**

- Provider TEF rating
- Annual External Examiner reports
- Annual programme monitoring reports and improvement plans

**24. Role of the awarding organisation**

As the awarding organisation, Pearson provides a suite of BTEC Higher Nationals offering specialist vocational study at levels 4 and 5 which reflect the requirements of professional bodies and the National Occupational Standards for each sector or industry.

In order to offer BTEC Higher Nationals, Colleges must have both Centre and Programme Qualification Approval.

Pearson operates a quality assurance system for all BTEC Higher National programmes which ensure that centres have effective quality assurance processes to review programme delivery and maintain academic standards, and that the outcomes of assessment are in line with national standards.

Pearson assures itself of the standard of provision offered at the College through a series of quality assurance activities, including external verification. An external examiner is appointed by Pearson who visits the College and assures themselves and Pearson (via an

annual report) of the quality of facilities, academic delivery, and student achievement against the described standards.

### **25. Tuition fees and additional study Costs:**

Tuition fees for the HNC in Construction Management for England delivered part-time over 2 academic years is £3,265 per year.

Additional administration fees will be charged for students who repeat units to cover the cost of teaching and assessment, at a cost of £300 per unit (15 credit).

Additional study costs:

It would be advantageous for you to purchase a computer (laptop or desktop PC) to support your studies and to enable you to spend time on coursework outside of scheduled on-campus teaching sessions.

Students looking to purchase hardware should consider that as a minimum it should be able to support the recommended specifications of the latest Adobe Creative Cloud version. Most mid to high range desktops / laptops are in the region of £400 - £1,000. However, it pays to shop around and speaking to some of our staff could help you to get the best value. Many students prefer to bring their own laptops into college and access the network through Wi-Fi to save them from transferring files and we encourage this, however this is a personal choice. Software is available to students from the College and there are many discounted subscriptions available, including a student discount for Adobe Creative Cloud.

We also provide remote access to a range of specialist software so you can access your college files from home.

### **26. Reference points used in creating this specification**

- QAA UK Quality Code for Higher Education
- Pearson BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment