Template C4

Kingston University London

Programme Specification

Title of Course: *BSc (Hons) Construction Project Management*

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Version number	5
Faculty	Faculty of Engineering, Computing and the Environment
School	School of Built Environment and Geography
Department	Department of Civil Engineering, Surveying and Construction
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): ***Up to 10 pathways***	BSc (Hons) Construction Project Management
Intermediate Awards(s) and Title(s): ***There are 4 Intermediate awards for each pathway***	Cert HE in Construction Project Management Dip HE in Construction Project Management
Course Code ***For each pathway and mode of delivery***	UPCMN1CMN77
UCAS code ***For each pathway***	

RQF Level for the Final Award:	Level 6
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Kingston University
Language of Delivery:	English
Modes of Delivery:	Part-time Full-time With Professional Placement
Available as:	Full field
Minimum period of registration:	Part-time - 5 Full-time - 3 With Professional Placement - 4
Maximum period of registration:	Part-time - 10 Full-time - 6 With Professional Placement - 8
Entry Requirements:	The minimum entry qualifications for the programme are: From A levels: Three A2 levels at Grade C or higher or their equivalent but the final decision is that of each employer Technician Apprenticeship: Level 3 apprenticeship in a construction or property related discipline

	Plus: GCSE (A*-C on the previous GCSE grading system or 9-4 on the new GCSE grading system) minimum of 5 subjects including English language and Mathematics Following receipt of the potential apprentice's application, the University will review the candidate's application against the published entry requirements to ensure these have been met. Accordingly, the University will advise the Employer if a place on the programme can be offered.
Programme Accredited by:	To be confirmed
QAA Subject Benchmark Statements:	Land, Construction, Real Estate and Surveying
Approved Variants:	None
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	n/a
Recruitment, Selection and Admission process:	n/a
End Point Assessment Organisation(s):	n/a

SECTION 2: THE COURSE

A. Aims of the Course

The general aim of the course is:

- To equip graduates with the management, surveying, engineering, design, business and personal skills required to become Chartered Construction Managers and/or Incorporated Engineers and enable graduates to follow careers in related professional disciplines where clear, logical, numerate, management and team working skills are required;

More specific aims of the course are:

- To produce graduates with a breadth and depth of knowledge and a comprehension of the key aspects of Construction Management, Surveying and Engineering;
- To allow graduates to communicate effectively orally and in writing and to use relevant methods and forms to convey engineering, surveying and construction ideas and concepts;
- To develop graduates with an aptitude for applying technology and management principles to engineering and construction problems;
- To prepare graduates with an ability to solve management and design problems and the technical skills needed to realise these solutions;
- To furnish graduates with a firm grasp of 'Sustainability' and 'Health and Safety' principles within the context of their discipline;
- To equip graduates with the research skills required for postgraduate study and employability skills required for work in the construction and related industries;
- To provide apprentices in relevant employment an opportunity to study a degree in Construction Management on an apprenticeship day-release basis;

B. Intended Learning Outcomes

The programme provides opportunities for apprentices to develop and demonstrate knowledge and understanding, intellectual skills and subject practical skills as outlined in the following table. The programme outcomes are referenced to the Institute for Apprenticeships Chartered Construction Site Management (Degree) Standard (ST0047), the QAA subject benchmarks for Land, Construction, Real Estate and Surveying (2016) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008).
Alongside studying technical and professional subjects, apprentices will have their entry level communication skills developed further though all different levels of the degree apprenticeship programme. Teaching staff will demonstrate a full range of communication skills for the apprentices to emulate. Apprentices will be given opportunities during interactive in-class sessions to practice these skills. Within this context, communication skills will encompass professional report/essay writing, oral presentations supported by visual means, time management and appropriate academic referencing.
Assessment and coursework marking schemes in particular, will reward the quality, clarity, cogency, structure, professional presentation standards and overall effectiveness of the communication. Feedforward will provide apprentices with direction and guidance utilising good practice examples for apprentices to follow. Feedback will clearly point out areas where apprentices need to achieve further improvements in relation to their communication skills development.
Written assessments will typically evolve from a few hundred words at Level 4 to a few thousand at Level 6. The rationale for this is so that apprentices are set assessments appropriate to the development of their communication skills. These will enable apprentices to progressively practice, demonstrate and enhance their communication skills through more

advanced applications and be supported in this process through the steps outlined above. Oral presentations will typically be 10 minutes followed by a questions and answers session to match the requirements of the professional bodies.
Apprentices will be directed towards the SEC Academic Success Centre (SASC), where apprentices can obtain help on a range of academic skills from writing reports, note-taking, exam revision, referencing, programming and mathematical skills. SASC provides assistance and advice on draft assignments prior to hand-in to the teaching staff. Personal tutors will also utilise one-to-one tutorial sessions to maintain oversight of the apprentices' communication skills development, provide time for reflection and self-assessment and support apprentices to develop an improvement plan.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding On completion of the course students will be able to:		**Intellectual Skills** On completion of the course students will be able to		**Subject Practical Skills** On completion of the course students will be able to
A6	Relate all their studies to a knowledge and holistic understanding of sustainability including social, economic and environmental aspects within the context of the built environment.	B6	Recognise the importance of professional bodies and the professional conduct expected of Construction Managers and Professional Engineers	C2	Undertake fieldwork and analyse the data obtained for use in planning and design
A5	Demonstrate understanding of mathematics necessary to support application of key theories and principles used in the management of construction, engineering and the other disciplines of the built environment.	B4	Manage projects, people, resources and time taking account of sustainability, legal and statutory requirements, risk, safety, quality and reliability	C1	Use safely laboratory and workshop equipment for experimental investigation and evaluate data to produce practically valuable results
A4	Demonstrate an appreciation of principles and processes that deliver an inclusive environment recognising the diversity of user needs including communities and the stakeholders, and the importance of professional ethics.	B5	Demonstrate a positive attitude to learning that encourages continuing professional development throughout their careers	C3	Utilise management techniques to control design and construction
				C5	Prepare construction and engineering documentation including producing estimates, cost planning and compiling pricing and tender documents.
				C4	Use digital technologies to support interdisciplinary collaborative working in the construction management process.

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

This programme is offered in an apprenticeship day release mode, with weekly one-day release from employment for scheduled learning at the University and continuing learning at the work place and leads to the award of BSc Construction Management. The course is completed when apprentices have successfully achieved 330 credits at the university and 30 credits in the work-based module at Level 6.
Advanced entry to Level 5 requires the completion of the Level 4 Construction Technician Standard; HNC in Construction; ACIOB status or equivalent qualifications and commensurate experience.
Intake is normally in September.
Please refer to the Course Diagram in the Appendix at the end of this document. Each level is made up of four modules each worth 30 credit points. Typically an apprentice must complete 120 credits at each level. All apprentices will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and apprentice module guides.

BSc (Hons) Construction Project Management

Level 4							
BSc (Hons) Construction Project Management							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Introduction to Construction Technology	CE4036	30	4	TY13		1	1
Introduction to Law and Regulatory Context	CE4035	15	4	TB2		1	2
Introduction to Quantification of Construction Works	CE4034	15	4	TB1	None	1	1
Navigate for Professional Engineers	CE4021	15	4	TB1	None	1	1

Principle of Construction Management Practice	CE4038	30	4	TY13		1	2
Sustainability for professional practice	EG4022	15	4	TB2	None	1	1
Optional Modules							

Level 5							
BSc (Hons) Construction Project Management							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Construction Technology and Environmental Services	CE5033	15	5	TB2		2	2
Construction, Planning, Scheduling and Control	CE5027	30	5	TY13		2	4
Design Appraisal and Cost Planning	CE5028	30	5	TY13		2	3
Digital Construction & Building Information Modelling (BIM)	CE5020	15	5	TB1		2	2
Exploring Engineering Project Management	CE5034	15	5	TB2		2	2
Procurement and Contract Administration	CE5031	15	5	TB1		2	3
Optional Modules							

Level 6							
BSc (Hons) Construction Project Management							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Applied Business Management	EG6026	15	6	TB1		3	3
Construction Information Management Systems	CE6035	15	6	1		1	1
Construction Law and Contract Practice	CE6036	15	6	TB2		3	4
Individual Project	CE6114	30	6	TY13		1	1
Project Feasibility Studies	Aug25-09896-CE	15	6	TB1		3	4

Site Practice and Management	CE6211	30	6	TY13		3	5
Optional Modules							

Level 6 requires the completion of

Level 6 requires the completion of all modules to give 120 credits and qualify for BSc (Hons) Construction Project Management.

D. Principles of Teaching, Learning and Assessment

The BSc (Hons) Construction Project Management Course has been designed, considering the Kingston University Curriculum Design Principles to help develop students into graduates that are professional, thoughtful, creative, resilient, proactive and globally aware independent, equipping them to be lifelong learners.

Overarching principles

All students on the programme are working towards a professional career in which they must be able to exercise judgement, communicate with clients and the public and throughout take an ethical approach to all that they do; we also encourage them through the design and execution of the curriculum to be both knowledgeable in terms of how sustainability principles apply to their own field but also develop a responsible attitude towards the role that built environment professionals can play in helping to manage resources in ways which promote environmental sustainability, good governance, respect for people, well-being and the pursuit of economic goals.

The Future Skills Framework are embedded across the curriculum through Navigate programme (15 credits at each level) starting CE4021 Navigate for Professional Engineer (Level 4), EG5017 Exploring Engineering Project Management (Level 5) and EG6XXX Apply Business Management (Level 6), ensuring graduates develop the sills, experience and opportunities to thrive in their careers. These professional and personal development such as communication, problem-solving, critical thinking and creative thinking skills employers most value, anchored in the curriculum as credit-bearing.

The role of teaching and assessment is to underpin student learning and throughout the programme the strategy is to engage students with a wide range of activities that enable them to develop the knowledge and skills that they will need as practitioners alongside their knowledge base. The student should, as far as practicable, be empowered to take control of their learning but be supported strongly through the process. It follows that as the student progresses through the levels the emphasis will be from lecturer-led to student-led work though lectures will feature at all levels of the programme. In delivering on this principle, much of the teaching related to knowledge and understanding will be focused on simulated real-life study and projects in which students will be led through the materials and required to develop their skills through the tasks set. Site visits are therefore key components of the strategy and support sessions aimed at skills development are an important part of the delivery strategy.

Teaching & Learning

A solid and comprehensive technical and professional knowledge base is non-negotiable and is delivered through lectures and seminars provided in a collaborative working environment which aims to facilitate lecturer/learner and learner-to-learner interaction across disciplines. Lectures are used to impart key information and will normally be followed up by tutorials and workshops which provide opportunities for problem-based learning (PBL), project-based learning (PjBL), flipped classrooms and game learning via a range of in-class activities including for instance scenario analysis, role-play and simulations.

Module guides set out clear expectations for guided independent learning. Students will be directed to reading and Technology Enhanced Learning (TEL) packages to prepare for individual topics or sessions and also to problem sets or exercises to consolidate and test their learning afterwards. This will be introduced at level 4. The Virtual Learning Environment (VLE) at Kingston will support learning throughout the course through a variety of TEL objects such videos, screencasts, on-line MCQs, discussion boards, and interactive teaching packages. It will also deliver teaching material such as lecture notes/presentations, problems set and worked examples to reinforces the students learning and helps them to understand how construction elements are put together. This helps support an inclusive approach as students can access learning material at their convenience and work through it at their own pace with the opportunity to pause and rewind as they wish. Teaching may be augmented by on-line discussion boards to aid understanding. We recognise that an ability to be comfortable with a range of digital media is important to employability skills and effective learning. Students also need to be computer literate and able to operate industry standard computer packages.

Developing skills is also critical to successful vocational education. These skills are practical – such as the ability to design and draw building details and layouts both free hand and with the use of IT programmes such as computer aided design software. Students will also have skills in Excel and will have developing skills in project management software programmes and in Digital Technologies such as Building Information Modelling (BIM); they will also learn to access research databases efficiently. They will develop professional skills, such as how to write and present reports on strategic advice and programmes of building works of maintenance and alteration and intellectual skills, such as resolving problems such as construction contract disputes and to debate some of the ethical and policy issues that they may face in their subsequent professional lives. The learning and assessment philosophy also places emphasis on personal skills development, through extensive use of group-based activities which develop team working skills and respect for colleagues and reflective diaries which are critical dimensions of professional practice.

Future Skills and Interdisciplinary collaboration

Undergraduate students on this program take two (15 credit) common modules at Level 4 with other disciplines within the School namely CE4021 Navigate for Professional Engineer and EG4022 Sustainability for Practice. This provides opportunity to study and work with students from different disciplines is a distinct feature of the course at Kingston University. In CE4021 Navigate for Professional Engineer students will be guided to identify and take ownership of their personal academic journey through the development and application of academic skills aligned to KU Graduate Attribute and their discipline-specific professional body learning outcomes. This module enabling students to understand and begin to develop a design thinking approach to Future Skills Development. It also introduce students to key professional competencies, including the role of Professional and society, EDI and ethics.

In EG4022 Sustainability for Practice, students able to focus on the 21st century environmental and climate change challenges at the same time to unleash the interconnectedness among topics such as United Nation Sustainable Development Goals (UNSDGs), Net Zero Carbon and Circular Economy whilst identify approaches to problem-solving in a real-world scenario.

In addition, at Level 4, students will have the opportunity to collaborate with students from the Building Surveying and Quantity Surveying in CE4035 Introduction to Law and Regulatory Context, CE4034 Introduction to Quantification of Construction and CE4036 Introduction to Construction Technology where students will collaborate through case study, flipclass room approach and discussion through debates using practical scenario.

This CE4021 Navigate for Professional Engineer module is then scaffolded into the Level 5 in EG5017 Exploring Engineering Project Management where students will acquire skills-rich including the development of teamworking, interpersonal and interdisciplinary skills, critical self-reflection, communication and presentation, time management and the ability to organise, strategies and priorities. A key element of this module will be the participation in an inter-disciplinary design thinking project.

At Level 5, building on students' collaboration in Level 4, students in CE5032 Digital Technologies and Construction Modelling students working together for an interdisciplinary Scenario-based Learning applying digital technologies tools and data management techniques and present solutions to small scale project challenges. This provides students a realisation of the construction industry 4.0 and acquire digital competency skills, when they apply for a professional placement. In addition, students in CE5033 Construction Technology and Environmental Services and CE5031 Procurement and Contract Administration, collaborate in a complex problem-solving with practical investigation of a real-life scenario. The EG5017 Exploring Engineering Project Management module is then further scaffolded into the Level 6 in EG6XXX Applied Business Management where students will be able to demonstrate the ability to apply their developing professional skills competencies and having broad understanding of the business environment in which students working together as a team to develop business idea at Kingston University's Bright Ideas competition. Students will evaluate the commercial impact of managerial decision with reference to Corporate and Social Responsibility (CSR) and Environmental Social and Governance (ESG). Students will participate in workshop to fully articulate their experiences to meet their lifelong learning/CPD ambitions (e.g. through mock interview practice).

At Level 6, students will continue to have collaboration in CE6XXX Construction Information Management System where students develop further their interdisciplinary group working through Scenario-based Learning demonstrating the range of skills and in-depth understanding of technologies tools underpin successful project delivery and at the same time embracing future trends in construction digitisation such as drones, Virtual Reality (VR) and Artificial Intelligent (AI).

Focus on active learning and enhancing student engagement

A feature of the learning, teaching and assessment strategy in the School is that many instructional lectures have been replaced by collaborative, problem solving or enquiry-based learning workshops and tutorials. These require students to prepare for, and participate in, the classroom activities, rather than passively listening to the lecturer. Students are expected to engage with the guided learning to prepare for these teaching sessions and consolidate their learning after the session. These interactive sessions also provide students with opportunities for peer learning, group work and presentation practice. Give some module examples where this occurs in these sessions the lecturer facilitates learning by supporting students in creating their own knowledge and understanding. Lecturers may also introduce and summarise key concepts with short mini-lectures. Scenario-based Learning is introduced in many modules where these collaborative activities encourage students to draw on their own set of experiences and cultural backgrounds when tackling real world challenges.

The use of Future Skills and Graduate Attributes through CE4021 Navigate for Professional Engineer, EG5017 Exploring Engineering Project Management and EG6XXX Applied Business Management within the discipline context where at Level 4 these are linked to the Learning to Learn where students identify their learning targets from Induction to graduation; beyond the discipline at Level 5 which includes an inter-departmental team design project; beyond the university at Level 6 which is to foster a bridge to the wider professional and learning communities of practice for the student's subject discipline and reflecting on these interaction.

Active and collaborative learning is also incorporated in traditional lectures which may have question-and-answer sessions, brief student discussions, Mentimeter activities integrated into the lecture. These methods ensure that valuable contact time is focussed on the application and critical analysis of knowledge and the development of key skills such as problem solving, communication, and group-work.

The high percentage use of active learning sessions in the teaching hours is aimed at improving student engagement, creativity, confidence and self-reliance. The course endeavours to further secure student engagement by making students feel part of a community and increasing their sense of belonging which is supports to improved retention and progression. This is achieved by providing opportunities to interact with staff and

students both socially and academically. In addition, to the active learning sessions and group work, this is achieved through: the Personal Tutoring scheme, field work, industrial visits, extra-curricular seminars, research internships, course representative system, student ambassador work, peer mentoring, civic engagement and outreach opportunities.

Practice and research-informed teaching

Embedded in our teaching and learning practice are both practice and research informed. In addition to academic staff, the teaching of specialist topics is delivered by experienced practitioners. The involvement of practitioners in our teaching delivers a range of benefits to the student experience. Practitioners can share their professional experience and bring a wealth of knowledge in relation to current and emerging issues within the respective discipline and industry-led practice. Practitioners also serve as inspiring role models for students preparing to enter practice.

Our approach to research-informed teaching is largely based on the concept of research-based teaching where emphasis is on research methodologies, processes and problems, learning in a research or inquiry-learning environment. This is in particular strongly presented in EG4022 Sustainability for Professional Practice, CE4036 Introduction to Construction Technology, CE5028 Design Appraisal and Cost Planning and CE6XXX Site Practice and Management where students are active learners, constructing knowledge in a research environment with the guidance of academics as well as construction practitioners from the Industry. With this approach, students learn about research processes or learn in project-oriented problems by developing research skills such as ability to critical analyse and reflect, ability to organise and plan, ability to gather & analyse data. CE6XXX Individual Project also follows this model. This places students at the heart of constructing new knowledge. It seeks to transform students from passive recipients of information to active self-motivated independent learners and researchers who are enabled to challenge existing knowledge bases and partake in the creation and dissemination of new knowledge that furthers and advances scholarship and professional practice within their discipline. There are varied manifestations of research-based teaching in the course taking several forms of experiential learning achieved through in-class problem-based learning, field work and laboratory work. These create opportunities for students to investigate and critique theory and its application and share their reflective findings with other staff and students. Research-informed teaching is also achieved through the concept of research-led teaching where research undertaken by academic staff teaching on the course, which in turn informs the design of learning activities as well as collaborative research projects involving staff and students which often result in publishable research outputs.

Development of Graduate Attributes and Future Skills

The progressive development of a range key Graduate Attributes is another feature of the course as exemplified in teamwork and development of Future Skills are effectively scaffolded from Level 4 to 6 in CE4021 Navigate for Professional Engineer, EG5017 Exploring Engineering Project Management and EG6XXX Applied Business Management, where students able to plan their personal development through learning journey, critically evaluate their own personal development through reflection and to set goals and take action relating to their development.

To complement the development of Graduate Attributes and Future Skills within the curriculum, Personal tutors will encourage students to engage in a range of extra-curricular activities such as student representation, part-time work, sports and recreation, society membership, volunteering ; student ambassadorship, leadership and mentoring; cultural and creative activities; academic and professional collaboration; professional placement activity; enterprise activity; Careers and Employability events and opportunities. Activity in these areas is recognised by the university's Kingston Award Scheme. Careers and Employability Service offers a range of events, including Careers Uncovered fairs, which include employers coming to campus to promote internship, professional placement and graduate opportunities, Spotlight on built environment networking activities where employers and alumni are invited on campus to talk about career pathways.

Hands-on Practical work

Hands on practical experience in laboratories is a fundamental in developing practical skills as well as enhancing data collection and analysis skills. Students will have the opportunity to work in laboratories in some of their modules. Practical work is closely related to the taught content to provide context for the theoretical work. At level 4 students are introduced to basic equipment measurement and how to apply these in a laboratory and testing environment in CE4036 Introduction to Construction Technology. At level 5 in CE5033 Construction Technology and Environmental Services the practical/workshop sessions are delivered through supervised sessions with experiment protocols. At level 6 students and expected to select and apply requisite practical skills in their own independent research work in CE6XXX Individual Project the individual project module.

Assessment for Learning

Assessment strategies are carefully designed to satisfy the learning outcomes of individual modules and the programme, and to comply with the University's Curriculum Design Principles. A range of assessment methods are to enable students to demonstrate learning objectives and to demonstrate the acquisition of knowledge and skills. The varieties of assessment e.g. assessment for learning such as MCQs, digital portfolio, short in-class quiz using Canvas, Mentimeter, MS Forms or Padlet; and assessment as learning such as problem assignment, reflective active plan, video recording and client-facing report will stimulate interest and engagement in students. The assessment is designed to be authentic, inclusive, and transparent. In addition, some assessment tasks focus on the real world or problem based which requires students to perform in a team environment.

All modules have explicit formative assessments to provide opportunities for practice and the chance to use timetabled 'feed forward' sessions or coursework consultation sessions to help students improve their work in subsequent summative assessments. The use of a well-balanced range of assessment methods is key part to of our inclusive assessment strategy. Group and teamwork assessment is instrumental in developing and recognising this important Future Skills and Graduate Attributes.

Assessment is both formative (i.e. the work is marked and feedback given but the mark does not count towards the module achievement mark) and summative (the assessed mark counts towards the module grade awarded). Formative assessment is important as it encourages students and supports their overall learning. Examples of formative work include:

- Draft submissions of coursework for comment and feed-forward;
- On-line discussion groups through VLE monitored by staff;
- In-class quizzes to test recently covered lecture material;
- Formal 'client meetings' in which notes are made and feedback given; and
- The preparation of portfolios based on weekly seminar work, where only the final portfolio is assessed summative.

As the programme is focused on developing employability skills, the ability to present orally, to produce well-presented and appropriately structured professional reports, and to sketch and produce scheme designs using software are also assessed. Professionals working in the real estate environment also need to communicate effectively with people from a wide range of backgrounds, all the time demonstrating an ability to sustain an argument, whilst having due consideration for those with whom they are dealing. Therefore, oral negotiation, advocacy and debate are all used as assessment methods and the School has developed specific experience in these methods. Formal summative points are spread throughout the year to ensure an even workload for the student. Normally the last assessment task will be synoptic in nature in that it will test all or most learning outcomes, thereby assuring the assessment boards that each student has fulfilled the learning objectives before progressing to the next stage of study. Feedback to students on summative assessment is vitally important. This is delivered through several means such as formal written individual feedback which contains pointers for future improvement: the use of Rubrics setting out criteria and class collective feedback. The method used will vary depending on the task that was undertaken but staff realise the need for it to be timely and supportive.

Inclusive Teaching Practice
Student Voice Committees and School Education Committee provide opportunities for student to make suggestion on how to develop a more inclusive curriculum by taking into account the specific circumstances of the student body. The variety of teaching activities also takes account of the student's different learning preferences and experiences and there is a careful balance of individual and group-based activities.
Marking criteria are provided for all assessments as part of the assessment booklet at the beginning of the year for each module and care is taken to ensure that the language used is clear. Assessment and marking criteria for all substantial assessments are discussed in class so all students have an opportunity to interrogate the criteria.
In the programme as a whole, the following components are used in the assessment of the various modules:

- Individual and group-based case project work: to assess ability to understand requirements, to provide solutions to realistic problems and to interact and work effectively with others as a contributing member of a team. The outcomes can be:
- Written reports, where the ability to communicate the relevant concepts, methods, results and conclusions effectively will be assessed.
- Oral presentations, where the ability to summarise accurately and communicate clearly the key points from the work in a brief presentation will be assessed.
- Video, which may replicate features of oral presentations but allows advance preparation away from the audience (which may suit some students better).
- Multiple choice or short answer questions: to assess competence in basic techniques and understanding of concepts.
- Long answer structured questions in coursework assignments: to assess ability to apply learned techniques to solve simple to medium problems and which may include a limited investigative component
- Project: The individual project module represents an opportunity for students to draw together different aspects of their learning on the course and to apply the techniques learned in an extended study. As such the assessment here will place a greater emphasis on ability to plan work, manage time effectively, and research background information, culminating in a written report and interview.

E. Support for Students and their Learning

The Personal Tutor (PT) scheme is central to the efforts to provide a personalised learning experience (See PT section of programme specification). Students are supported by:

- A Module Leader for each module
- A Course Leader to help students understand their programme structure and provide academic support
- A Personal Tutor (PT) to foster a close and engaged academic relationship with students and advise and refer students to other University services
- There is a Student Support and Engagement Team to help students with any problem that is affecting their studies.
- A dedicated Undergraduate Course Administrator
- An induction programme and study skills sessions at the start of each academic year
- Academic Success Centre is a one-to-one drop-in Study Skills session for students every weekday. Help is available on a range of academic skills from writing reports, note-taking, to exam revision, referencing, programming and mathematical skills.
- VLE – a versatile on-line interactive intranet and learning environment accessible both on-site and remotely
- Course Representative scheme
- A University Careers and Employability Service

- Comprehensive University support systems including the provision of advice on finance, regulations, legal matters, accommodation, international student support, disability and equality support.
- The Students' Union

Personal Tutor Scheme (PTS)
The PTS is integrated within Future Skills modules at each level of undergraduate study:
Level 4 – CE4021 Navigate for Professional Engineer
Level 5 – EG5017 Exploring Engineering Project Management
Level 6 – EG6XXX Applied Business Management
Personal Tutorial System (PTS) is timetabled tutorial sessions and provides an opportunity for regular discipline-focused small-group discussion and debate and reinforces the key themes and practices of the taught programme. Professional and personal development skills are reflected throughout the Future Skills modules. Employability skills are explored in the PTS and students are challenged to consider the development of these skills horizontally between their Level and vertically as they identify their learning pathway from Level 4 to graduation.

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers

The School interfaces with several professional bodies (CIOB and RICS) and for these annual monitoring and periodic reviews provide other opportunities for reflection and external contribution to course design and quality assurance and enhancement.
Employer liaison groups which take varying forms also provide the opportunity for external input to the quality assurance and enhancements of the School's programmes.

G. Employability and work-based learning

This curriculum embeds the development of employability skills throughout the course and is designed to equip students with the ability to relate the knowledge and skills that they have learnt to real world contexts in which they may work in the future.
Initially students are guided towards learning about employability skills and career pathways, but as they move through the course, they are expected to become more independent and take ownership of their career development by engaging with classes provided by Careers and Employability Service, including; Professional Communication, Time and Self-Management and Identifying and Articulating Skills. There are also opportunities to perfect skills required to gain employment such as; CV writing, Psychometric Test and Using LinkedIn Leaning. A student's development and career options are discussed in personal tutor meetings and guidance given as appropriate. This is in liaison with the University's Careers and Employability Service team.

The student's development of Future skills and Graduate Attribute is supported through active engagement in the KU Navigate Programme enabling students to understand and developing a design thinking approach to Future Skills development.
The Careers and Employability Service supports students in preparation of CVs and letters of application. Furthermore, the Careers and Employability Service arranges career fairs from leading employers (two or three times a year) who talk to students about work in the construction industry and skills required. With these visitors, students have the opportunity to have mock and/or real interviews as well collect information that helps them in career decision making.
The School strongly encourages and supports all students in applying for positions in industry for an Professional Placement year between level 5 and level 6: the school emphasises the benefits to be obtained from an approved professional placement in industry. The School has a longstanding and active Industrial Advisory Board (IAB) which meets twice per year. The IAB is comprised of senior executives from leading client, contracting and consulting organisations. It provides useful input in the design/redesign of courses and units, which ensures that the course continues to meet the expectations of the construction industry. Furthermore, all academic staff are professionally engaged with many and varied links with the construction industry and professional bodies. The School has therefore extensive contacts in the construction industry and this usually improves students' chances of getting a professional placement.
A Professional Placement comprises a period of at least 36 weeks with an approved employer. University staff develop and promote relationships with industry and provide assistance to students in the process of finding a professional placement. Students have a support network that includes assistance during the process from preparation of their curriculum vitae through applications and the interview/assessment to agreeing their contract. Students are required to produce quarterly reports on their professional placement and are supported throughout the period by their personal tutor, who will visit them at their place of work on at least one occasion. The tutor will discuss progress with the student and employer and will recommend any improvements to the learning opportunities. Students fulfilling the requirements for a Professional Placement will be awarded a Professional Placement on the completion of level 6.
This course has been designed to fully meet the exemplifying academic benchmark requirements, for registration as a Chartered Builder (CIOB). Most graduates will aspire to careers in the construction industry and to becoming Chartered Builders. Graduates develop careers in all branches of the construction industry, in the UK and throughout the world; as contractors and consulting engineers, and within local authorities, water authorities, government organisations, businesses and the defence industry. Where students take a professional placement they are able to secure employment with the professional placement organisation following graduation. The academic and key skills developed throughout a construction/engineering course allow graduates to follow careers in other professions such as ICT, finance, teaching and construction professionals. In addition, a number of graduates will progress to MSc courses in construction-related specialist areas before continuing their career in industry or research.
Work-based learning, including professional placement courses and higher or degree apprenticeships
Professional placements are actively encouraged – although it is the responsibility of individual students to source and secure such professional placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

Work-based learning, including sandwich courses and higher or degree apprenticeships

This BSc programme is designed for those employed within the construction related industry. There is one work-based module in the programme at Level 6, namely CE6314. This work-based module provides apprentice opportunities to acquire and apply knowledge in the work place while developing professionally.

Apprentices set out to achieve the learning outcomes of the work-based module by writing the Learning Plan. The learning plan must include an initial assessment of the learning outcomes and the level of competency learners have already achieved, and list the evidence required through planned activities at work to demonstrate that the learning outcomes of the work based element have been achieved. Through the learning plan, apprentices will match the knowledge acquisition in the work place to the learning outcomes for the work-based module.

The assessment of the work-based learning is stated in the module descriptor. It comprises:

- Two assignments designed to assess the demonstration of knowledge and understanding and their application and
- An oral presentation at the university.

The benefits of this work-based module are two-fold:

- Apprentices having the opportunity to acquire knowledge and apply t hat knowledge in complex work place situations,
- Enhancing the University's engagement with industry.

There are 30 credits of work-based learning at Level 6. Apprentices are expected to achieve all the learning outcomes through the application of knowledge in projects at the work place under the guidance of the Employer Mentor supplemented by sessions at the University. Academic tutorials are provided regularly where lecturers provide direction and guidance on the design of the apprentices' projects and the application of research methodology and execution. Apprentices will have access to all materials delivered within the equivalent University-based module, which are uploaded to the University's virtual learning environment.

H. Other sources of information that you may wish to consult

Subject benchmark
Qualifications Frameworks (qaa.ac.uk)
Faculty Website:
Faculty of Engineering, Computing and the Environment - Kingston University London
School Website:
School of Engineering and the Environment at Kingston University London

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning,

personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 4						Level 5						Level 6					
		CE4021	CE4034	CE4035	CE4036	EG4022	CE4038	CE5031	CE5033	CE5020	CE5027	CE5028	CE5034	Aug25-	CE6211	EG6026	CE6035	CE6114	CE6036
Knowledge & Understanding	A6	S									S								S
	A5										S	S							
	A4	S			S		S								S				
Intellectual Skills	B6				S		S												
	B4	S	S		S			S		S					S				
	B5						S				S								
Practical Skills	C2					S			S	S									
	C1			S					S										S
	C3								S					S					
	C5			S					S	S									
	C4										S			S					

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.