



**SCHOOL OF ENGINEERING AND BUILT  
ENVIRONMENT**

**BSc (Hons) Construction Management**

**Programme Specification**

**Session 2016-17**

## Programme Specification

### 1. GENERAL INFORMATION

1. Programme Title:	BSc(Hons) Construction Management
2. Final Award:	BSc(Hons) Construction Management
3. Exit Awards:	BSc Construction Management (Level 3); University Diploma (Level 2); University Certificate (Level 1)
4. Awarding Body:	Glasgow Caledonian University
5. Approval Date:	May 2002
6. Faculty/School:	School of Engineering and Built Environment
7. Host Division:	Construction Management and Economics
8. UCAS Code:	K251, K220 (GCU pathways)
9. PSB Involvement:	The Chartered Institute of Building (CIOB) The Royal Institution of Chartered Surveyors-RICS
10. Place of Delivery:	Glasgow Caledonian University
11. Subject Benchmark Statement:	Building and Surveying
12. Dates of PS Preparation/Revision:	May 2002 approval. Last revision April 2016

### 2. EDUCATIONAL AIMS OF THE PROGRAMME

- To provide students with a high quality undergraduate degree programme comprising a sound theoretical knowledge base pertinent to their field encompassing core skills which are underpinned by technology and managerial expertise
- To deliver a demanding programme which equips students with sound knowledge, comprehension and skills competency essential in the field of construction management.
- To provide education which is accredited by the relevant professional bodies; The Chartered Institute of Building and the Royal Institution of Chartered Surveyors
- To provide students with the necessary academic knowledge and professional ability to equip them for a challenging career in construction, project, and facilities management in the national and international construction industry
- To enable students to develop intellectual strengths and creative powers which are flexible and adaptable to the rapidly changing demands of the construction industry
- To enable students to develop and maintain personal transferable skills
- To enable students to develop good judgement and innovative thinking processes by the use of logical analysis, evaluation and synthesis techniques
- To introduce students to research methods and a learning experience which promotes and encourages a culture of lifelong learning throughout their career

Learning and teaching strategies will be developed and implemented, appropriate to students' needs, to enable all students to participate fully in the programme.

At each level of the programme:

#### Level 1

Foundation for study of the discipline, establishment of the "ground rules". Outline knowledge of the scope and main areas of the discipline, an understanding of the main theories, principles and concepts.

Students will be able to:

- use their knowledge of the subject and its techniques to evaluate a range of arguments and solutions to problems and issues of a routine nature.
- apply their discipline related and transferable skills in contexts which have well defined criteria.
- undertake further learning in a structured and managed environment.

#### Level 2

Coverage of the core areas of the discipline in preparation for professional placement. A knowledge and

understanding of the scope and main areas of the discipline and its interaction with related areas/disciplines, familiarity and understanding of the essential theories, concepts and awareness of major issues within the discipline.

Students will be able to use their knowledge, understanding and skills to:

- critically evaluate evidence-based arguments and identify solutions to clearly defined problems of a routine nature.
- apply their discipline related and transferable skills in contexts where the task and criteria for decisions are generally well defined but where responsibility and initiative is required.

### Level 3

Introduction to key specialist areas of the discipline. A broad and comparative knowledge of the general scope of the different areas and applications, and interactions with related areas/disciplines. Critical understanding of the essential theories, principles and concepts of the discipline, and the ways in which these are developed.

Students will be able to use their knowledge, understanding and skills to:

- both identify problems and issues and formulate, evaluate and apply evidence and arguments.
- apply their discipline and transferable skills to contexts where criteria and the scope of the task may be well defined but where personal responsibility and decision making is also required.

### Level 4

Further extend knowledge of the specialist areas of the discipline. A systematic, extensive and comparative knowledge and understanding of the discipline, and its links to related areas/disciplines.

A critical understanding of the established theories, principles and concepts of a number of advanced and emerging issues at the forefront of the discipline.

Students will be able to use their knowledge, understanding and skills:

- in the systematic assessment of a wide range of concepts, ideas and data.
- in identifying and analysing complex problems and issues, demonstrating originality and creativity in formulating, evaluating and applying evidence-based solutions and arguments.
- to apply their discipline related and transferable skills in contexts where there is a requirement for:
  - the exercise of personal responsibility and initiative;
  - decision-making in complex and unpredictable contexts;
  - the ability to undertake further developments of a professional nature.

## 4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

The full-time programme follows the standard Glasgow Caledonian University model, with a total of 6 modules included at each level of the programme. Modules are 20 credits (representing 200 notional hours).

Average contact is as follows: 15-18 hours Levels 1 & 2; max 15 hours Level 3; max 12 hours Level 4

Students are on professional placement for a maximum of 7 months between the end of Level 2 and the beginning of Semester B of Level 3.

Year	Module Code	MODULE TITLE	Credit Points	Trimester		Assessment			
						Exam %	c/w %	exam time	CA
1	M1K221945	Construction Technology 1	20	A	B	-	-	-	100
	M1K222244	Property Economics	20	A	-	-	-	-	100
	M1K203077	Professional Orientation & Practice (POP)	20	A	B	-	-	-	100
	M1K221884	Construction Materials	20	A	B	-	-	-	100
	M1K222229	Construction Contracts 1	20	-	B	100	-	-	-
	M1K221873	Measurement 1	20	A	B	-	-	-	100
			<b>Credit points</b>	120					
2	M2K220795	Construction Technology 2	20	A	-	50	50	2	-
	M2N220730	Construction Process Management 1	20	A	B	-	-	-	100
	M2K220761	Construction Cost Studies	20	A	-	-	-	-	100
	M2K223202	Principles of Building Performance	20	-	B	60	40	2	-
	M2K221315	Construction Contracts 2	20	-	B	60	40	2	-
	M2K224028	Introduction to Maths and Structures	20	A	B	70	20	-	-
	M2K224016	C&S Preparation for Placement	10	A	B				100
		<b>Credit points</b>	130						

3	M3K203084	Professional Placement Learning or	60	A	-	-	-	-	100
DE	M2K220795	Construction Technology 2	20	A	-	50	50	2	-
DE/NP	M3K221186	Design and Regulation 2	20	A	-	-	-	-	100
DE/NP	M3K203058	Intermediate Cost Studies	20	A	-	50	50	3	-
NP	M3K220211	Managed Project Learning	20	A	-	-	-	-	100
	M3K220824	Construction Technology 3	20	-	B	60	40	3	-
	M3K202955	Construction Process Management 2	20	-	B	70	30	3	
	M3K220106	Estimating	20	-	B				100
		<b>Credit points</b>	120						
4	MHK221198	Dissertation	40	A	B	-	-	-	100
	MHN220816	Project Management	20	A		-	-	-	100
	MHK221276	Sustainability and the Built Environment	20	-	B	40	60	3	-
	MHK223993	<i>Building Information Modelling</i>	20	Ao		-	-	-	100
	MHN222313	<i>Facilities Management</i>	20	Ao	-	70	30	3	-
	MHK222243	<i>Construction Contracts 3</i>	20	Ao	-	60	40	2	-
	MHK222010	<i>Dispute Resolution</i>	20	-	Bo	-	-	-	100
	MHK220957	<i>Construction &amp; Project Commercial Management</i>	20	-	Bo	-	-	-	100
	MHK221878	<i>Negotiation</i>	20		Bo	40	60	3	100
		<b>Credit points</b>	120						
		<b>TOTAL CREDIT POINTS</b>	480						

The Part-time follows a very similar model to the full-time programme while recognising the value of the work place as a learning environment, with between 80 and 120 credits available at each level of the programme. All modules are 20 credit modules (representing 200 notional hours) apart from the dissertation which is 40 credits.

Average contact is between 6 and 8 hours per day, one day (plus an evening) per week.

Year	Module Code	MODULE TITLE	Credit Points	Trimester		Assessment			
						Exam %	c/w %	exam time	CA
1	M1K221945	Construction Technology 1	20	A	B	-	-	-	100
	M1K203077	Professional Orientation & Practice (POP)	20	A	B	-	-	-	100
	M1K222244	Property Economics	20	A	-	-	-	-	100
	M1K222229	Construction Contracts 1	20	-	B	100	-	-	-
		<i>Credit points</i>	80						
2	M2K220795	Construction Technology 2	20	A	-	50	50	2	-
	M1K221884	Construction Materials	20	A	B	-	-	-	100
	M2K221315	Construction Contracts 2	20	-	B	60	40	2	-
	M1K221873	Measurement 1	20	A	B	-	-	-	100
			<i>Credit points</i>	80					
3	M2N220730	Construction Process Management 1	20	A	B	-	-	-	100
	M2K220761	Construction Cost Studies	20	A	-	-	-	-	100

	M2K224028.	Introduction to Maths and Structures	20	A	B	70	30	-	-	
	M2K223202	Principles of Building Performance	20	-	B	60	40	2	-	
	M3K203084	Professional Placement Learning	60	A	B/C	-	-	-	100	
		<i>Credit points</i>	140							
4	M3K220106	Estimating	20	A	-	-	-	-	100	
	M3K202955	Construction Process Management 2	20	-	B	70	30	3	-	
	M3K220824	Construction Technology 3	20	-	B	60	40	3	-	
	MHK221276	Sustainability and the Built Environment	20	A	-	40	60	3	-	
		<i>Credit points</i>	80							
5	MHK221198	Dissertation	40	A	B	-	-	-	100	
	MHN220816	Project Management	20	A	-	-	-	-	100	
	MHK223993	<i>Building Information Modelling</i>	20	Ao		-	-	-	100	
	MHN222313	<i>Facilities Management or</i>	20	Ao	-	70	30	3	-	
	MHK222243	<i>Construction Contracts 3</i>	20	Ao	-	60	40	2	-	
	MHK222010	<i>Dispute Resolution or</i>	20	-	Bo	-	-	-	100	
	MHK220957	<i>Construction &amp; Project Commercial Management or</i>	20	-	Bo	-	-	-	100	
	MHK221878	<i>Negotiation</i>	20	-	Bo	40	60	3	100	
		<i>Credit points</i>	100							
		<b>TOTAL CREDIT POINTS</b>	480							

## 8. ASSESSMENT REGULATIONS

### **Assessment rules:**

These are as detailed in the current University Assessment Regulations. There are no deviations from the University Assessment Regulations, details of which are provided within the Student Handbook and are available on the University and School web pages.

**Minimum pass 40% for each module.**

**360 credits required for unclassified degree, including completion of all programme requirements**

**480 credits required for honours degree, including completion of all programme requirements**

### **Summary of classification of marks:**

The honours classification will be determined by the student's performance in the final year (Level 4 / Year 5) (Honours) modules and will be based on the overall average achieved across all modules. Where the overall average falls on the threshold between two classifications, the student's profile of achievement will also be considered, in accordance with the University Assessment Regulations.

1 <sup>st</sup> class	70-100%	Excellent
2.1	60-69%	Very good
2.2	50-59%	Good
3 <sup>rd</sup> class	40-49%	Satisfactory

Distinction and merit are awarded at Level 3 where all 6 modules have been successfully completed at first attempt, where the overall average is 70% or above, and no module average is below 55%

### **Role of external assessor:**

Appointed to the Construction Management Assessment Board (AB). Two external assessors are appointed to the programme, one from practice and one from another higher education institution which offers programmes in the discipline. They are charged with:

- Moderation of work of internal assessors for those assessments which fall within AB remit
- Attend AB as appropriate
- Ratify work and decisions of Boards in accordance with policies and regulations of GCU, and represent

best practice

- Ensure students are assessed in accordance with the University and School Assessment Regulations
- Report annually to the School
- Report periodically to professional body, The Chartered Institute of Building (Accreditation Board) and the RICS