

Programme specification

(Notes on how to complete this template are provided in Annexe 3)

1. Overview / factual information

Programme/award title(s)	BSc (Hons) Construction Engineering and Management
Teaching Institution	South West College
Awarding Institution	The Open University (OU)
Date of first OU validation	September 2019
Date of latest OU (re)validation	April 2024
Next revalidation	April 2029
Credit points for the award	240
UCAS Code	N/A
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2024
Underpinning QAA subject benchmark(s)	Land, Construction, Real Estate and Surveying, 2019.
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	<ul style="list-style-type: none"> • NI Skills Barometer (2021). • A 10X Economy (2021). • CITB Industry Insights Construction Skills Network Forecast 2021 - 2025 report. • South West College Strategic Improvement Plan for Change 2022/23 – 2024/25. • QAA UK Quality Code for Higher Education (2023). • Feedback from industry (Industrial Advisory Board) and student focus groups. • Chartered Institute of Building (CIOB) Approval Guidelines for Sub-Honours Degree Level Programmes and Professional Standards Framework.
Professional/statutory recognition	Propose to request CIOB accreditation
For apprenticeships fully or partially integrated Assessment.	N/A

Mode(s) of Study (PT, FT, DL, Mix of DL and Face-to-Face) Apprenticeship	PT/FT
Duration of the programme for each mode of study	FT – 1 Years (2 Semesters per year) PT – 2 Years (2 Semesters per year)
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	March 2024

Please note: This specification provides a concise 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 s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2. Programme overview

2.1 Educational aims and objectives

This course adopts a sustainable industry-oriented approach to construction engineering and management, fostering the development of an extensive array of professional subject knowledge and technical skills among graduates. The acquired expertise allows students to contribute to the construction industry's goal of creating a more sustainable and higher-quality built environment.

As a pathway to higher level study, the programme supports The Open University's widening participation and social inclusion agenda, providing opportunities to those who for several reasons may not otherwise have been able to access a degree education.

Furthermore, it is anticipated that the BSc (Hons) Degree programme will provide opportunities for students to enhance their employability skills base and develop specific occupational competencies aligned to the needs of employers in both Civil and Construction Engineering and Management sectors.

The BSc (Hons) Degree level qualification will allow flexible methods of recruitment and study, providing potential students the opportunity to earn and learn with learning linked to the workplace.

Given the practical nature of the programme and the expressed needs of the industry for people with the practical skills required to perform relevant tasks, the graduate qualities that students successfully completing the BSc (Hons) Degree are expected to demonstrate:

1. Subject-specific knowledge and skills informed by current research and professional/vocational practice.
2. Flexibility, creativity, and an entrepreneurial approach to problem solving.
3. Self-confidence, global citizenship, appreciation of sustainability matters, ethical leadership, and a commitment to life-wide learning, professionalism, and employability and,
4. Effective collaborative working, communication skills and the capacity for reflective practice, including the ability to give and receive feedback.

The philosophy of the BSc (Hons) Top-Up in Construction Engineering & Management seeks to provide graduates with the subject knowledge and understanding including, but not limited to:

- Develop cognitive skills which students will be able to apply in reaching professional judgements, solving problems, and making decisions within construction disciplines.
Template programme specification and curriculum map.

- Develop practical and technical skills relevant to Construction Engineering and Management, which students 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 students on various parallel construction-related courses, promoting good quality communication and the inter-disciplinary nature of the construction industry.
- Encourage self-motivation and independent thought, such that graduates will be confident in challenging established working practices and responding to the future needs of the construction industry and its associated professions.
- Promote a culture of intellectual enquiry such that graduates will recognise the importance of lifelong learning for both personal and professional development to become resilient professional leaders and engaged global citizens.
- Measurement, both quantitatively and qualitatively, of land, resources, and built assets, and the measurement of land, buildings, construction processes and infrastructure both on plan, through the use of digital information modelling and onsite.
- Design considerations, including the functionality and aesthetic quality of different buildings, spaces and places to users, occupants and their owners and managers, to include an understanding of the responsibilities for ensuring designs are inclusive of all user needs, including those who have disabilities.
- Management, including construction projects, design management, construction planning, through the use of digital information modelling incorporating the development of leadership and team working skills and the principles of business management.
- Sustainability, including consideration of how challenges such as climate change and social responsibility impact on the work of professionals and the need to behave ethically in ways which protect quality of life and promote human and planetary well-being, reduce waste and inefficiency in the use of resources, and thereby balance the needs of current and future generations.
- Ethics, the public interest, and professional standards will also be at the heart of all courses, which reflect and support the professional bodies that are associated with them.

2.2 Relationship to other programmes and awards.

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction).

The College offers the following courses from which students may progress, after successful completion, to the BSc (Hons) Top-Up in Construction Engineering and Management. Entry may be at varying points depending on the level of qualification the student has attained:

- FdSc in Construction Engineering & Management.
- FdSc in Construction Engineering with Surveying.
- FdEng in Building Services with Sustainable Energy.
- FdEng in Civil Engineering.

In general, across all of the campuses, there is a significant volume of 'A' Level students attending Grammar and Secondary Schools that our courses have also attracted over the last number of years. This course will be very attractive to a large number of A Level students that currently travel out of the South West Region to undertake construction-related undergraduate programmes.

Within this top-up degree programme there will be an exit award in-built:

- Upon successful completion of 60 credits at Level 6 (totalling to 300 credits) students will have attained the exit award of Ordinary Degree (BSc).
- Upon successful completion of all Level 6 modules, including the Dissertation module, students will have attained the award BSc (Hons).

Successful completion of this programme, to BSc Hons level and depending on level of achievement, will allow for articulation to a range of postgraduate courses through our local universities (Open University, Ulster University and Queen's University Belfast) and universities across the UK and further afield.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

Not applicable.

2.4 List of all exit awards.

Ordinary Degree (BSc) upon successful completion of 300 credits (60 credits at Level 6).

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section).

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Sustainable Construction Methods	20	None		Yes	1
Project Management	10	None		Yes	1
Research and Professional Ethics	10	None		Yes	1
Collaborative Project	20	None		Yes	1
Digital Technologies	20	None		Yes	2
Dissertation	40	None		No	2

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Demonstrate an understanding of the key concepts, theories, principles, and processes involved in construction engineering, management and surveying.</p> <p>A2 Recognise appropriate techniques, methods, materials, product, and practices, including the regulatory framework, codes, and standards, employed in construction engineering and surveying.</p> <p>A3 Demonstrate, through a critical evidence-based approach, an understanding of current issues within the context in which construction engineering operates including, the legal, social, economic, health and safety, cultural, technological, physical, environmental, and global influences.</p> <p>A4 Apply knowledge and understanding of the key professional, legal, moral, and ethical issues involved in construction engineering and surveying.</p>	<p>Learning and Teaching Methods:</p> <p>Teaching and learning will include tutorials, academic workshops, virtual learning environment (VLE) integration, lectures, seminars, directed study, observations, presentations, peer feedback and plenary activities.</p> <p>Assessment Methods:</p> <p>Learning outcomes will be addressed within the modules of the programme. Learners will have the opportunity to study, engage and apply their knowledge within assessments. They will be challenged to engage in academic discussion and will evaluate contemporary research, in each module, developing their knowledge and understanding. The application of this knowledge and understanding will be evident in the research aspect of assessments, where learners will apply theories and concepts to case studies and independent research tasks.</p> <p>Where applicable, learners will use industry standard equipment and software to apply their knowledge. Most modules have an applied element to them, allowing learners to use their knowledge and understanding and apply their practice in construction engineering, construction management and surveying. They will provide justification using an evidence-based approach to their design and delivery, through their underpinning knowledge of the construction industry and personal development. Knowledge and understanding will be monitored using formative assessment throughout the modules. Assessment strategies may include essays, reports, case studies, research reports, presentations, practical observations.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Interpret criteria and specifications and plan their implementation with regard to complex scenarios.</p> <p>B2 Synthesise, critically analyse and solve a range of construction problems using appropriate techniques and principles from a range of sources.</p> <p>B3 Through research activities, make well considered decisions in complex and unpredictable scenarios relating to risks or safety concerns involved in the construction process.</p> <p>B4 Appraise the importance of academic and professional integrity.</p>	<p>Learning and Teaching Methods:</p> <p>Learners will be challenged to develop their cognitive skills by developing arguments and hypotheses based upon their research. They will explore various topics and be challenged to develop a critical analysis of their findings in areas of construction engineering/management and surveying. Teaching and learning will include tutorials, academic workshops, VLE integration, lectures, seminars, directed study, observations, presentations, peer feedback and plenary activities.</p> <p>Assessment Methods</p> <p>Learners will be assessed on their ability to critique and evaluate research. They will develop their knowledge through the use of independent thinking skills and produce recommendations based upon their knowledge which is justified through supported literature.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Plan, allocate and evaluate individual and collaborative project work using relevant test and measurement apparatus and related industry standard software.</p> <p>C2 Devise, plan and undertake practical/field work, laboratory, or other investigations in a responsible manner, paying due diligence to ethical and data protection issues.</p> <p>C3 Appraise environmental, legal, and commercial constraints in the construction process.</p> <p>C4 Apply competently, appropriate construction management techniques (including aspects of BIM) to specific problems.</p>	<p>Learning and Teaching Methods:</p> <p>Teaching and learning may include tutorials, academic workshops, VLE integration, lectures, seminars, directed study, observations, presentations, peer feedback and plenary activities.</p> <p>Assessment Methods:</p> <p>Learners will have the opportunity to use modern, industry standard equipment in order to apply their knowledge and also develop the skills required for employment. The nature of the programme requires learners to become independent in their ability to study and develop. The research tasks in modules and the research project module requires learners to apply decision making skills and justification of these decisions based upon their knowledge and understanding.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Demonstrate digital literacy and communication skills in a range of contexts suitable for employment in Construction Engineering, Management and Surveying.</p> <p>D2 Demonstrate competence in the use of electronic information handling and data processing through effective use of Digital Information Systems e.g. BIM and/or GIS.</p> <p>D3 Demonstrate numeracy skills to synthesise, analyse and interpret data to test a hypothesis or proposition.</p> <p>D4 Develop the skills necessary to work independently, manage own personal learning and development, manage time effectively and for personal organisation and continuing professional and educational development.</p>	<p>Learning and Teaching Methods:</p> <p>Teaching and learning will include tutorials, academic workshops, VLE integration, lectures, seminars, directed study, observations, presentations, peer feedback and plenary activities.</p> <p>Assessment Methods:</p> <p>Learners will develop their key transferable skills through the development of their knowledge of data analysis where they will enhance their understanding of statistical assessments. Throughout the programme learners will develop digital literacy with the completion of assessments and presentations using suitable methods. There will be a range of assessment methods to allow learners to develop their communication skills in different ways, both written and oral. The need to act independently is very much evident in the research of literature and development of projects within the modules delivered.</p>

[Please insert here title of exit awards(s) at Level 6]

Ordinary Degree (BSc) in Construction Engineering & Management upon successful completion of 60 credits at Level 6

4. Distinctive features of the programme structure.

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

This programme of study will offer clear routes that facilitates opportunities for successful progression from Foundation Degrees in related areas to BSc (Hons) Construction Engineering & Management. The BSc (Hons) Degree is to be delivered as a full-time and part-time programme; full-time delivered and assessed over one year (two semesters), with part-time over two years (four semesters). The programme is modular in structure and students must complete 120 credit points to achieve the BSc (Hons) Degree qualification, or 60 credits to achieve the BSc Ordinary Degree exit award. All modules are compulsory. It is a programme with multiple exit points.

The BSc (Hons) Construction Engineering & Management is subject to high levels of employer engagement, via the Industrial Advisory Board, in areas such as curriculum and module design. Employer engagement will be encouraged throughout the programme in curriculum development, evaluation and self-sourced placements on an ongoing basis.

On the fulltime programme, the students gain application and knowledge of Sustainable Construction techniques. The rationale for the structure of semester 1 is to introduce the key aspects of the course to the students, namely Sustainable Construction, Project Management, Research and Professional Ethics alongside Collaborative Project and a common theme of sustainability will run in all modules. Learners will engage in Personal and Professional Development (PPD) and Work Related Learning.

In Semester 2, the most significant change is the introduction to Digital Technologies with a continued focus on the project undertaken in semester 1, considering the design of a sustainable build. Innovative technology such as Virtual/Augmented Reality, 3D Geospatial Scanning, Drones, Robotic Surveying Equipment, 3D Printing, etc. will be used to enhance learning. Digital technologies will also develop 3D modelling skills to support presentation of work for architectural design information and enhance a greater understanding of project communication and coordination during employment.

The practical nature and coursework will provide students with the skills of Revit and Digital Technologies, along with the required technical construction knowledge. This will ensure students have considerable opportunity to develop their construction technology and management skills, along with a significant portfolio of coursework to aid the progress of their studies or careers.

5. Support for students and their learning

(For apprenticeships this should include details of how student learning is supported in the workplace)

Each College offers a range of student support services and offers an ethos of community building, staff-student partnership, inclusivity, and a sense of belonging through induction processes and the following support services:

- The Careers Service.
- The Inclusive Learning Service.
- The Student Finance Service.
- Safeguarding Services.
- Administration Services.
- Higher Academic Support

At course level the following support is put in place for all HE students.

Induction sessions provide timely advice on the key aspects of the course and services provided by the college. These are for learners in their first year and are delivered by members of staff from the course teams and the college learner support staff. It welcomes learners to the college, gives detailed information on college structure, staff contact information, teaching and learning resources, health and safety and learner support services and details on the college environment. It also provides advice concerning assessment and how to approach study in higher education.

A course handbook provides all the necessary information about the course. It includes information on the teaching staff, outline information on modules studied and the course calendar. It contains the course specification and the current course regulations.

Module handbooks describe the content of each module delivered in a particular year. These provide learners with the module teaching and assessment schedules and a list of the recommended texts.

Learning resources at SWC are available to support the learner. The VLE is used to enable learners to access resources from lectures plus additional reading, resources, and activities in their own private study time. They are directed to on-line resources for research as well as e-books through SWC LRC catalogue. Turnitin plagiarism software is utilised so that they can improve their referencing skills. There are also opportunities for blogs, forums, collaborative and peer learning and support through the VLE which are used to ensure both equality of learning experiences and opportunities for further challenge and research supplementary to the main delivery in the classroom. Regular discussions and support sessions through software such as MS Teams are provided by teaching staff for part-time learners.

A Course Director for the course year provides a single first point of reference for both new and continuing learners. The person is an experienced member of staff with the responsibility of assisting learners in their personal and career development.

Research/Study Skills –Students will develop research skills and study skills through the undertaking of the ‘Research and Professional Ethics’ module. The Higher Education Academic Support officer will also provide support on research and study skills. Workshops along with 1 to 1 support will be provided on each campus.

A counselling service is available to learners who are experiencing problems with aspects of their lives other than the strictly academic. However, if these problems are affecting their studies or academic progress the course tutor/studies advisor and appropriate members of the course team co-operate to provide recommended help and advice to the learner concerned. This service is provided by an external independent counsellor and the Learner Support Officer at South West College.

Strong linkage with learner services in relation to health and welfare, finance, guidance and counselling, careers, and special needs.

A careers service is also available for learners to help them in determining their future career and supporting their applications for employment. Learners will discuss career options during meetings with their class tutor/studies advisor. The student/staff consultative committee gives learners the opportunity to raise and discuss general course concerns.

Each Campus welcomes and encourages applications from students who have a disability, learning difficulty or long-term medical condition. The Inclusive Learning department is committed to ensuring that students have an equal opportunity to gain the maximum benefit from their experience at the College and have a professional team who operate on all College campuses providing a range of specialist services. Support provided includes an assigned Learning Support Officer to assess, implement and review support such as:

- Examination Access Arrangements.
- Support online from Specialist Dyslexia Tutor, Study Skills Coach, and IT Specialist Officer.
- In class support, where appropriate.
- Access to online study resources.
- Workshops and advice sessions.
- Equipment loans and IT training.
- Internal signposting and referral.
- External signposting and referral.
- Mentoring.

Students are made aware of support through announcements on VLE and student emails. Once they are enrolled, students are given a college email account, which they should check regularly to gain access to information from lecturers. This account also gives them access to VLE.

The roles of the Course Director and module lecturers will help to support students in their studies, including timetabled weekly pastoral care tutorials. During induction and personal tutorials staff identify students with specific needs and direct them to student support services.

Students are given an opportunity to address general course concerns through the student/staff consultative committee (separate committees are formed for each year of course) and directly with Course Director.

Careers development is offered by each Campus through the College Careers and Employability Service. This service is available to assist students in making informed career choices. Some of the services include:

- A range of current careers information resources in a variety of formats.
- Programmes of career education to assist students to find out more about their options.
- Educational visits to industry, higher education establishments and careers conventions.
- Preparation for interviews and transition to Higher Education, employment, and further training.
- Regular employability fairs specifically aimed at higher education students.
- Individual Student Learning Agreements will help track student progress.

Where academic setbacks or lack of student engagement are identified within the teaching team, staff use a variety of techniques to encourage student engagement, empowerment, and resilience. Staff/student relationships are nurtured through regular class contact, communication by email or phone, online conference calls, VLE Canvas, Staff Student Consultative Committee Meetings, group activities and one to one personal tutorials. The development and application of study skills are integrated across all modules within these programmes.

Each Campus's staff are committed to providing a supportive working environment which demonstrates respect for and acceptance of difference, where every individual is encouraged to achieve their full potential in an environment free from harassment, victimisation, and discrimination.

Staff Student Consultative Committee Meetings

Student feedback and representation takes many forms within the College varying from formal questionnaires at college level, to informal discussions with Module Tutor/Course Director. The students themselves play a vital role in these processes and procedures and their

participation is fundamental to the success of these feedback and representation mechanisms.

Key amongst these feedback and representation processes are Staff/Student Consultative Committees (SSCC). The purpose of SSCC is to establish a formal means of discussion and communication between staff and students on matters relating to academic issues affecting their studies. They allow students to give feedback about programmes at the level at which they are being taught, encourage the quick resolution of problems, and give students a sense of involvement with the management of their programme.

SSCC are to be conducted in accordance with the current College procedures and policy. Students should be able to participate fully in all aspects of SSCC meetings, including the tabling of agenda items. Students should feel able to raise matters relating to the programme or indeed to other areas of activity affecting their studies. Formal minutes should be kept of all meetings of SSCC which clearly record discussion, recommendations for action and follow-up and who is responsible for such action and follow-up.

SSCC should meet at least once each term, with provision for more frequent meetings as and when desirable. Staff members of the SSCC should have a certain standing in the programme and be able to speak with some authority on issues likely to be raised. This includes the Course Director and Curriculum Manager. It is not expected that Heads of School will be members of SSCCs as they should rather be seen to deal impartially with matters raised at the Committee. Student members should be appointed by the student body, with at least three per year group. They should be representative of all the students on the course, be responsive to their views and able to present comments which are not necessarily their own. They should act responsibly and constructively at SSCC meetings.

It is important that student representatives can express their views and those of other students at SSCC meetings without fear of sanctions by the curriculum area or School. It is therefore incumbent on the staff representatives to facilitate an atmosphere of collaboration and consultation in meetings, with the aim of securing maximum benefits for staff and students alike. Good feedback is an essential feature of an effective SSCC and it is to this end that all representatives should work.

SSCC meetings are one of several ways in which student feedback should be obtained. While it is hoped that they operate fairly, responsibly and effectively, staff and students should remain aware of the importance of maintaining communication via other channels, formal and informal, with the general aim of enhancing the quality of teaching and the overall educational experience.

Information Literacy Skills and Digital Capabilities

Information literacy skills are encouraged in all modules, to develop life-long skills and provide continued growth within the course and later in the career of the students. At module level, students are shown how to source, use information and present findings in an ethical manner referencing and acknowledging sources of information appropriately. Library staff and module lecturers work collaboratively to support students in the application of literacy skills in their

assessments. Students are encouraged to source a range of reading materials including journals, e-books, news articles, organisational reports, and periodicals.

With increased emphasis of online and blended learning, students are supported to effectively use digital technologies for all aspects of learning. The programmes prepare students for the digital capabilities required by employers such as Excel.

Email, and social media for employment. Students are encouraged to be creative, innovative and to be able to communicate in digital spaces. Digital capabilities are developed across a range of modules for research and assessment activities on both programmes e.g., use of the VLE to upload assessments, track grades, receive feedback, participate in tutorials and asynchronous learning.

A HE Academic Support Programme is available to all Higher Education students studying across all campuses of South West College. The programme is part delivered via face-to-face workshops and virtually. A dedicated HE Academic Mentor offers academic support sessions to SWC HE students across all campuses. Workshops can be provided to class groups as requested by a student group (no minimum number required) or by a tutor. Individual academic support can be provided on a one-to-one basis. Students who have used the service have been very complimentary about the benefits to their studies.

Workshops include academic writing (reports, assignments, etc.), referencing and plagiarism, time management, study skills & exam techniques, research techniques, dissertation support and presentation techniques.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Entry point - Year 3:

Students who wish to gain admission to the BSc (Hons) Top- Up

Entry to the BSc Honours Top-Up programme requires applicants to have successfully completed a Foundation Degree (or other relevant Level 5 qualification such as a Higher National Diploma) in a Construction related discipline, qualifications deemed equivalent or by the college's policy relating to APEL. Students must also hold GCSE English Language and Maths at grade 4 (grade C) or above (Level 2 literacy and numeracy qualifications are also accepted).

Any applicant whose first language is not English or who has not achieved a grade C in a recent GCSE in English Language should demonstrate their competence in written and spoken English at IELTS – Academic 6.0, with minimum 5.5 in all four elements of the test.

International Students

An international student is defined as a student who requires a Tier 4 (student) visa in order to study in the UK. Such applicants may or may not be living overseas at the time of making their course application. International applicants should apply via the usual route for full-time undergraduates, All International students must meet the college general entry requirements and academic qualifications requirements of the course. In addition, international students must have the required level of English Language IELTS academic 5.5- 6.0.

All international qualifications will be checked for academic comparability using the online UKNaric qualifications database. The Admissions team has access to UKNaric training materials and guidance on the evaluation and verification of international qualifications.

Accreditation of Prior Experiential Learning (APEL)

South West College is committed to ensuring that its Higher Education provision is open to those who have the ability to benefit from such courses. To encourage and support prospective students to participate in Higher Education, the College promotes an Accreditation of Prior Experiential Learning (APEL) process, through which learning achieved outside education or training systems is assessed and, as appropriate, recognised for academic purposes. The goal of APEL therefore is to value, recognise and assess an individual's experiential learning with a view to awarding credit for learning that occurs from life and work experiences. Prospective students are fully supported by nominated College staff throughout all stages of the APEL application process, in accordance with the College's Higher Education Admissions, Admissions Appeals and RPL Policy.

https://swc.ac.uk/assets/meetingMinutes/Higher-Education-Admissions-Admissions-Appeals-and-RPL-Policy-January-2022-Final_signed_2022-06-08-084145_diyy.pdf

All applicants will be interviewed to assess their suitability for this programme of study.

7. Language of study

English.

8. Information about non-OU standard assessment regulations (including PSRB requirements)

Not applicable.

9. For apprenticeships in England End Point Assessment (EPA)

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

Not applicable.

10. Methods for evaluating and improving the quality and standards of teaching and learning.

The course committee know that students entering this programme come from a diverse range of backgrounds in terms of their level of education, their entry qualifications and the extent of their individual work and life experiences. The strategy for learning and teaching recognises the diversity of our learners and is responsive to the needs of different types of learners with different abilities, capabilities, and experiences.

Given the range of entry qualifications and level of experience across learners on the programme, the overall teaching and learning strategies are designed to provide opportunity for all to achieve the learning outcomes of the programme. Learning and teaching styles are adapted, as required, to provide additional guidance and support to those less capable learners so that they can succeed whilst allowing greater autonomy for the more academic or experienced learners so that they can fulfil their academic capacities and reach their personal and aspirational goals. For example, some students are challenged by elements of HE learning such as independent study, research and academic referencing or presenting to a group whilst others may be well-skilled or experienced in these areas. These skills are developed within first semester modules and are reinforced throughout the course. Learners of the 21st Century will often voice their concerns to a module tutor before an assessment is due for submission, however, if student concerns are not highlighted pre-assessment, any shortcomings in research and referencing are quickly identified during the assessment stage and guidance for improvement and / or additional support is provided during assessment feedback. Where necessary, lecturers will re-visit elements of learning during class time to refresh study and learning skills as required. A HE Academic Support Programme is available to all Higher Education students studying across all campuses of South West College. The programme is part delivered via face-to-face workshops and virtually. A dedicated HE Academic Mentor offers academic support sessions to SWC HE students across all campuses. Workshops can be provided to class groups as requested by a student group (no minimum number required) or by a tutor. Individual academic support can be provided on a one-to-one basis. Students who have used the service have been very complimentary about the benefits to their studies.

Workshops include academic writing (reports, assignments, etc.), referencing and plagiarism, time management, study skills & exam techniques, research techniques, dissertation support and presentation techniques.

Annual module and course review surveys, course committee meetings, personal tutorials, SSCC meetings and the student voice are used and help inform the team where adjustments to teaching and learning styles may be required.

A wide range of learning and teaching approaches are adopted on the programme. Study skills sessions are integrated into first year modules and assessments to support student learning and are especially important for those who are transitioning into higher level academic study for the first time. These sessions include research skills, referencing, communication, presentation, and digital skills. A designated Higher Education Academic officer is appointed to schedule academic workshops each semester. These are designed bespoke to the needs of each cohort.

Face to face and/or on-line lectures are used to help learners to understand the core theories, concepts and principles that apply to higher level studies. Lecture materials reflect the learning outcomes within different modules and across the overall programmes. They provide students with the underpinning knowledge that they need to know to complete their assessment tasks and they support progressive learning from year one to year two modules. Lecturers use different on-line and classroom-based tools to support learning during their lectures to include interactive touchscreens and breakout rooms. VLE fully supports blended learning activities.

Practical workshops give students the opportunity to explore how their knowledge and skills can be applied to their module assessments and professional practice.

Experiential learning is valued in this programme and students are encouraged to share their life, work, or professional experiences, discuss any issues or examples of best practice that they have had.

Each semester students are given the opportunity to be able to engage in industry visits to enrich their learning experience.

Students are required to undertake group work tasks as part of the teaching and learning strategies. The level of the module is considered when setting assessed group work.

In first semester, group work enables interaction and bonding among new students giving opportunities to learn from each other. In final semester in 'Digital Technologies' it develops skills useful in employment such as teamwork, leadership, and negotiation. The use of group work enables the lecturer to assess knowledge and understanding, the presentation of the learning and the skills acquired by individual students.

The role of assessment is of major importance in the totality of a student's educational experiences. For that reason, considerable thought and effort has been given to ensuring the assessment requirements for each module are appropriate regarding the qualities and abilities required. A range of alternatives to the traditional "essay and an exam" have been incorporated, including individual and group presentations, practical projects, appraisals, preparation of surveys and drawings. Practical modules are assessed 100% by coursework, however for those modules that have theoretical content Written Examination assessment is used. This will also aid preparation and progression of the students for study at higher level. The assessment split will be 60% Examination and 40% Coursework, with a greater emphasis on the practical and hands-on assessment.

The Principles of Assessment and Feedback for learning are followed regarding clarity, timeliness, the provision of constructive, two-way feedback and a range of opportunities for students to act on feedback and improve self-assessment and reflective skills. This is achieved using formative as well as summative assessment and feedback.

The learning, teaching and assessment methods for each module are stated in the module description and aim to provide a logical progression across subject areas with each level building on the one below. The assessment strategy aims to create a balance of workload and uses varied types of assessment techniques.

11. Changes made to the programme since last (re)validation

Following a review of the current programme content and structure the Course Committee are proposing changes, as outlined below. These changes reflect student and employer feedback, along with internal development and reflection. At the same time a mapping exercise has been undertaken to ensure compliance with relevant QAA Benchmarks.

BSc (Hons) Top Up Degree

The rationale for the structure of semester 1 is to introduce the key aspects of the course to the students, namely Sustainable Construction Methods, Project Management and Research techniques. A common project theme will run through all modules. Research and Professional Ethics sits alongside Collaborative Project on the one-year programme in semester 1 and semester 2 of the Part-time programme. Learners will engage in Personal and Professional Development (PPD) and Work-Related Learning.

The main change proposed for the level 6 programme is the integration of a 'Digital Technologies' module which has been supported by industry and student feedback. A large number of our students and graduates are working in a contracting role where digital technology plays a major part of their job role. It is important students can develop further the digital skills taught at level 5 and be able to transfer the skills to a collaborative platform such as BIM. This module also acts as a bridging module for students that have entered into the Level 6 programme following a break in their academic journey. We have broken up the previous Project Management and Professional Ethics module into two ten credit modules as we wanted to integrate a research module into semester 1 to support students on their dissertation journey in semester 2. This will prepare them further in academic writing, research, and professional skills. The project management module will now be a 10 credit stand-alone module which will prepare students prior to studying the collaborative project module and will have offered them the skill set required to work collaboratively in groups. The level 6 programme will take on a common themed project which will form the core of all modules that students will see from concept stage in sustainable construction methods through to digital technologies in 2nd semester which mirrors the stages of a real-life construction project. At South West College, we are aware of the need for environmental, social, and economic sustainability. A sustainable college provides a healthy environment for students and staff, promotes resource efficiency, and impresses the importance of tackling societal challenges. We all have a part to play in building a sustainable society and South West College has a particular responsibility to promote sustainability through education and training, knowledge exchange, corporate social responsibility, and the shaping future agendas. This has been set out in Northern Ireland's economic mission statement in recent weeks and as a college and course team we want to contribute to the governments objectives of reducing carbon emissions, achieving net zero by 2050 and supporting skills needed for a green economy. The curriculum at level 6 has been reviewed to implement this approach.

Annexe 1: Curriculum map.

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required).

Annexe 3: Notes on completing the OU programme specification template.

Annexe 1 Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																																						
		A1	A2	A3	A4					B1	B2	B3	B4					C1	C2	C3	C4					D1	D2	D3	D4											
6	Sustainable Construction Methods	✓	✓	✓						✓																														
	Project Management				✓							✓											✓																	
	Research and Professional Ethics		✓		✓								✓																											
	Collaborative Project											✓	✓	✓															✓										✓	
	Digital Technologies	✓										✓																	✓	✓		✓								
	Dissertation	✓	✓	✓	✓							✓	✓	✓	✓														✓	✓	✓	✓								

Annexe 2 Curriculum mapping against the apprenticeship standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behaviours.

Please ammend this mapping to suit Frameworks used within the different Nations if appropriate.

Annexe 3: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.

- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:
<http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>

- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.