

# Foundation Degree in Construction Practice

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## Programme Specification

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Author: Nikki Bulteel, Karl Bunting & Richard Sykes  
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## Summary Programme Details

<b>Final Award</b>	
<b>Title of (final) programme awards:</b>	<b>Foundation Degree in Construction Practice</b>
<b>Credit points:</b>	Foundation Degree in Construction Practice: 260
<b>Level of awards (QAA FHEQ):</b>	5
<b>Interim award(s)</b>	
<b>Interim award 1:</b>	<b>Certificate of Higher Education in Construction Practice</b>
<b>Credit points:</b>	120
<b>Level of award (QAA FHEQ):</b>	4
<b>Interim award 2:</b>	<b>Diploma of Higher Education in Construction Practice</b>
<b>Credit points:</b>	240
<b>Level of award (QAA FHEQ):</b>	5
<b>Validation</b>	
<b>Validating institution:</b>	The College of Estate Management
<b>Date of last validation:</b>	
<b>Date of next periodic review:</b>	
<b>Professional recognition</b>	
<b>Recognising body:</b>	Royal Institution of Chartered Surveyors (to be applied for subsequent to validation)
<b>Date of last programme accreditation:</b>	n/a
<b>Date of next periodic review:</b>	Tbc

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<b>Accrediting body:</b>	
<b>Date of last accreditation:</b>	
<b>Date of next periodic review:</b>	
<b>Miscellaneous</b>	
<b>QAA benchmark statement</b>	Foundation Degree qualification benchmark Quality Assurance Agency (QAA), 2010, Foundation Degree Qualification Benchmark (May 2010) [online]. Available at <a href="http://www.qaa.ac.uk/publications/informationandguidance/pages/foundation-degree-qualification-benchmark-may-2010.aspx">http://www.qaa.ac.uk/publications/informationandguidance/pages/foundation-degree-qualification-benchmark-may-2010.aspx</a> [accessed 30 May 2014]
<b>Start Date</b>	October 2015

Modules required for **Diploma of Higher Education in Construction Practice** are shown in Stages 1 and 2 of the Programme Structure table on pages 9 & 10.

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# Programme Overview

## Rationale

The proposed Foundation Degree is a fully supported distance learning experience that is designed to appeal to a very broad spectrum of students.

The Programme :

- develops appropriate and relevant knowledge, skills and techniques through a combination of academic study and work based-learning. This aims to foster reflective practice of experience gained and (where appropriate) competence developed through problem-solving activity
- meets the needs of students and their employers in the construction management sectors. It also caters for students not employed in this sector or simply unemployed.
- provides a higher education entry point for students who have insufficient qualifications, or motivation, to enrol onto an Honours Degree course
- provides a progression opportunity to CEM's own BSc, and courses at other higher education institutions, in order to acquire Level 6 construction /project management related qualifications

A full introduction to and Rationale for this Programme is contained in the paper entitled 'Foundation Degree in Construction Practice Rationale May 2015.

## Entry requirements

Entrants to this Programme are normally required to have attained one of the following:

- Grade C or above in English (Language or Literature) and Maths at GCSE or its equivalent
- Grade 6.0 or above, with at least 5.5 in the reading and writing modules, in the International English Language Testing System (IELTS) test administered by the British Council in the Social Sciences academic module
- 79 or above in the Internet option, 213 or above in the computer-based option or 550 or above in the paper-based option, of the Teaching of English as a Foreign Language (TOEFL) test
- Accredited prior experiential learning (APEL) may be used for admission onto Foundation Programme in accordance with the entry requirements stated above
- Recognition of Prior Experiential Learning (RPEL) may be used for admission onto Foundation Degree in accordance with the entry requirements stated above.
- Applicants are normally expected to be 18 years old or over  
Applicants who do not fit the above criteria will be treated sympathetically and dealt with on a case by case approach in which the main criterion will be the student's potential to benefit from and ability to complete the course. The decision will be made by the programme leader.

## Exemptions

- Exemptions are normally considered on a module-by-module basis up to a maximum of 50% of the course (either Stage 1 or 2). The basis for consideration of exemption from a module is as follows:
- HND/HNC or NVQ in relevant subjects
- Exemption from the Work-Based Learning elements of the Programme will not be given to any student due to the requirement for work-based learning throughout this Programme

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- CEM policy and procedures for Accreditation of Prior Experiential Learning (APEL) and Accreditation of Prior Certificated Learning (APCL) are set out in the CEM Code of Practice: Accreditation of Prior Learning. This policy statement takes precedence in any such decision.
- CEM policy and procedures for Recognition of Prior Experiential Learning (RPEL) and Recognition of Prior Certificated Learning (RPCL) are set out in CEM Code of Practice: Recognition of Prior Learning. This policy statement takes precedence in any such decision

### Programme progression

- At the end of Stage 1, the student may revisit their chosen pathway.
- Assessment and Progression are conducted in accordance with the CEM General and Academic Regulations for Students and the CEM Foundation Degree Assessment, Progression and Award Regulations.
- Students will be allowed to progress at an advance level on to the CEM BSc programmes. The level of entry into the BSc will be dependent on student's prior performance, diet of modules passed and specialist BSc selected. Consideration here will be on given on the prior award level (Pass, Merits or Distinction) and the mapping of prior learning outcomes. It is foreseen that students will have to carry out no more than two level 5 BSc models.

### Awards

- On successful completion of Stage 1 of the Foundation Programme, a Certificate of Higher Education shall be awarded to those who exit the Programme
- On successful completion of Stage 2 and 3 a Foundation Degree shall, on the basis of a student's performance at these Stages, be awarded to those who complete the Programme
- Awards are conferred in accordance with the CEM General and Academic Regulations for Students and the CEM Foundation Degree Assessment, Progression and Award Regulations.

### Career prospects

Foundation Degrees, as well as Diplomas and Certificates, are a springboard for further study and / or entry into the professional workforce. This Programme equips students with the essential subject knowledge and study skills to enable them to enter and work within the construction and project management areas of practice within the property industry. The opportunities available are fairly extensive and include but are not limited to the following career paths:

- Property agency and management
- Property development
- Contract management
- Quantity surveying
- Estimating
- Construction management
- Project management

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### Study support

#### Induction module:

All students are expected to complete the non-credit bearing Induction Module before the Programme commences. The Induction Module is designed to equip students with the skills they need to study at CEM. The topics covered include:

- Studying at a distance
- Understanding your learning style
- How to manage your time
- Reading actively and critically
- Introduction to the e-library
- Developing academic writing
- Writing in your own words - a guide to how to reference your work

The induction topic about referencing prepares students for the online test in referencing and citation that must be completed and passed prior to commencement of their studies.

The resources within the Induction Module are available to students throughout the duration of their study with CEM.

#### Student learning support:

The Programme is delivered via the College VLE and academic teaching and support is provided online giving student's access to CEM tutors and other students worldwide.

The CEM Student Central will act as the main point of contact for students throughout the duration of their programme. In addition the Programme has a dedicated course administrator.

The academic team will guide and support students' learning. Furthermore all students who do not engage with initial assessment or the VLE will receive additional support from the Programme team. Other CEM teams provide support for assignments, exams and technical issues including ICT. Each student, wherever their location, will have access to a wealth of library and online materials to support their studies.

#### English language support:

English is the common language for all Programmes. It is appreciated that some students will need additional support. Therefore, the VLE provides additional resources on developing academic writing skills to help students whose first language is not English.

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## Programme Aims

### Programme aims

The CEM Foundation Degree is designed to provide access to higher education study for a wide range of applicants. These may include those who wish to enter the construction management profession but lack the appropriate academic qualifications, those who already work in the industry seeking career progression and recognition and those who are self-employed and require more formal and/or professional qualifications.

The Programme provides flexibility and breadth of study opportunities for students whilst aligning this Programme with CEM's wider academic offer. It aims to:

- develop students' ability to engage with the professional environment in order to analyse, synthesize and report on business issues within the context of the construction sectors;
- provide both current and aspiring built environment, construction management and project management professionals with an opportunity to develop appropriate skills and competencies in an area of construction and project management that allows them to further enhance their careers, including achievement of membership of relevant professional bodies;
- provide an educational programme that is sufficiently flexible to give access to appropriately motivated students to allow them entry onto an Honours degree course.

Both the Diploma and Degree lend themselves to advanced placement should students ultimately wish to enrol onto a Bachelor's degree programme.

## Learning Outcomes

### A: Knowledge and Understanding

#### Learning outcomes

By the end of the Programme students should be able to demonstrate:

**A1** Comprehension of the fundamental principles of construction practice and the way in which the principles have developed

**A2** Understanding of the technology required for constructing a range of buildings and their associated services

**A3** Awareness of the legal and regulatory background to working in the industry

**A4** Understanding of appropriate organisational and financial management processes

#### Learning and teaching strategy

Module delivery follows a standard format incorporating a range of subject appropriate resources suitable for the online distance learner. This may include, but is not limited to, audio visual presentations, interactive case studies and online journals. Modules are supported by a core e-book and access to the CEM e-library. This is provided by the College's Virtual Learning Environment (VLE).

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### Assessment methods

#### Formative assessment

The purpose of formative assessment is to provide regular and constructive feedback to students to motivate and guide them through their learning. Formative assessment opportunities and feedback are provided on each module. These vary in format and may include self-assessment quizzes and tutor guided discussion. All are designed to motivate and support the student. Formative assessment of the work based learning element is through regular reviews of, and feedback on, students' progress. Where appropriate, both the workplace facilitator and the student receive review comments to help refine the students' work.

#### Summative assessment

##### Stage 1

Summative assessment methods and formats vary across the modules and include computer aided assessment, coursework, examination and portfolio work. All are appropriate to the individual module, its academic level and stated learning outcomes.

##### Stage 2

Summative assessment methods and formats vary across the modules and include coursework and examinations. All are appropriate to the individual module, its academic level and stated learning outcomes. Work based learning is summatively assessed at the end of Stage 2 through the compilation of a portfolio of experience and reflection thereon.

##### Stage 3

Work based learning is summatively assessed at the end of Stage 3 through the compilation of a work based project report..

## B: Cognitive skills

### Learning outcomes

By the end of the Programme, students should be able to demonstrate how to:

**B1** synthesise their learning throughout the range of subject areas covered

**B2** apply underlying concepts and principles outside the context in which they have been studied, including the application of those principles in an employment context

**B3** transfer appropriate knowledge and skills from one topic within a subject to another

### Learning and teaching strategy

Students are encouraged to develop and apply their knowledge and understanding through a range of online activities and exercises. These require students to apply their awareness and comprehension to simple industry related scenarios and issues.

### Assessment methods

#### Formative assessment

Students are encouraged to engage in group discussions and collaborative learning with their peers and tutors. Formative assessment of the work based learning element will be through regular reviews of, and feedback on, students' progress. Where appropriate, both the workplace facilitator and the student receive review comments to help refine the students' work.



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Summative assessment

Stage 1

Cognitive skills are summatively assessed through a range of coursework tasks and examinations.

Stage 2

Summative assessment methods and formats vary across the modules and include coursework and examinations. All are appropriate to the individual module, its academic level and stated learning outcomes. Achievement of learning outcomes B1 to B3 through work based learning are summatively assessed at the end of Stage 2 through the compilation of a portfolio of experience and reflection thereon.

Stage 3

Achievement of learning outcomes B1 to B3 through work based learning is summatively assessed at the end of Stage 3 through the compilation of a work based project report.

### **C: Practical and professional skills**

#### **Learning outcomes**

By the end of the Programme students should be able to demonstrate how to:

**C1** collect, record, present and manipulate data logically

**C2** use the main methods of enquiry to evaluate the appropriateness of different approaches to solving a range of tasks arising in professional practice

**C3** recognise the limits of their knowledge and how this influences analysis and interpretations based on that knowledge

#### **Learning and teaching strategy**

Students are encouraged to share knowledge and ideas in relation to the construction industry and their studies. A range of online activities require students to investigate and research given information and make reasoned decisions.

#### **Assessment methods**

Formative assessment

A range of formative assessment activities are utilised to help develop the students' ability to investigate practical issues thoroughly and provide reasoned advice. Formative assessment of the work based learning element is through regular reviews of, and feedback on, students' progress. Both the workplace facilitator and the student receive review comments to help refine the students' work.

Summative assessment

Stage 1

Practical and professional skills are summatively assessed through a range of coursework tasks and examinations.

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### Stage 2

Summative assessment methods and formats vary across the modules and include coursework and examinations. All are appropriate to the individual module, its academic level and stated learning outcomes. Achievement of learning outcomes C1 to C3 through work based learning is summatively assessed at the end of Stage 2 through the compilation of a portfolio of experience and reflection thereon.

### Stage 3

Achievement of learning outcomes C1 to C3 through work based learning is summatively assessed at the end of Stage 3 through the compilation of a work based project report.

## D: Key/transferable skills

### Learning outcomes

By the end of the Programme students will be able to:

**D1** communicate and collaborate effectively using a range of media

**D2** work under their own initiative and manage their time efficiently

**D3** solve problems and make decisions

### Learning and teaching strategy

Teaching of module topics requires students' engagement with a range of online activities that develop communication and collaboration skills. The timing of these activities within the study period requires the development of effective time management skills.

### Assessment methods

Formative assessment is provided by opportunities for feedback and support from the tutor and fellow students.

Communication, collaboration and time management skills are tested through the range and requirements of summative assessment throughout the Foundation Degree.

*Further details of Technical Skills assessment can be found at the back of this document.*

## Programme Structure

Semester	Module	Core /Option/ /Elective	Credit points	FHEQ level
<b>STAGE 1</b>				
October	Technical and Professional Communication * or Introduction to Sustainable Development	Core	20	4
October	People & Organisational Management	Core	20	4
October	Resources Management	Core	20	4

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April	Technical and Professional Communication * <i>or</i> Introduction to Sustainable Development	Core	20	4
April	Building, Environment, Technology and Simple Construction	Core	20	4
April	Introduction to Construction Practice	Option	20	4
<b>STAGE 2</b>				
October	Practical Law for Construction and the Built Environment <i>or</i> Portfolio of Learning from the Workplace	Core	20	5
October	Professional & Statutory Regulation	Core	20	5
October	Economics for the Construction and the Built Environment	Core	20	5
April	Practical Law for Construction and the Built Environment <i>or</i> Portfolio of Learning from the Workplace	Core	20	5
April	Building, Environment, Technology and Framed Structures	Core	20	4
April	Project Management in Construction	Core	20	5
<b>STAGE 3 (FOUNDATION DEGREE ONLY)</b>				
April or October	Professional Learning Portfolio	Core	20	5

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## Notes:

This module must be studied in the student's first semester hence these modules are delivered in both semesters.

### **Distinctive features of the programme structure**

- Access route to further HE study
- Enhanced entry points on to CEM BSc Programme from the Degree
- Choice of study pathways to suit career aspirations
- Ability to transfer between study pathways at the end of each Stage
- Interactive Induction Module
- Flexible start date – two intakes per academic year (October or April)
- Introductory networking event
- A Foundation Degree that offers modules that map to RICS competencies.

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# Curriculum Map

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

Module	Programme outcomes												
	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	D1	D2	
Technical and Professional Communication	X			X A	X A	X A		X A	X A	A X	A X	A X	
People & Organisational Management			X	X A	X A	X A	X	X A	X A	X	X	X A	
Resources Management			X	X A	X A	X A	X	X A	X A	X	X	X A	
Introduction to Sustainable Development	X A	X A			X A	X A	X	X A	X A	X A	X A	X A	
Building, Environment, Technology & Simple Construction	X A	X A	X A		X A		X	X	A	X	X	X A	
Introduction to Construction Practice	X A	X A	X A		X A		X			A X	X	X A	
Practical Law for Construction & the Built Environment	X A		X A		X A		X A	X	X A	X A	X A	X A	
Professional & Statutory Regulation	X A	X	X A	X A	X A	X A	X	A		A X	X	X A	
Economics for Construction and the Built Environment	X A				X A	X A		X A	X A	X		A	
Portfolio of Learning from the Workplace	A	X A	A	A	X A	A	A	A	A	A	X A	X A	
Building, Environment, Technology & Framed Structures	X A	X A			X A		X			X	X	A	
Project Management in Construction	X A		X A			X A			X A		X		
Professional Learning Portfolio	A			A	X	A	A	A				A	

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TRANSFERABLE SKILLS MATRIX								
MODULES	Communication skills	Apply IT skills	Apply numerical skills	Problem solving and decision making	Team working	Work independently under own initiative	Recognise own CPD needs	Time management
Technical and Professional Communication	A3 C1 C4	D1	C3		C4			
Introduction to Sustainable Development	D2			✓	D2		C1 D1	
Building Environment Technology and Simple Construction	A1 B1 C1 D1	D2			D3			
Introduction to Construction Practice (Option)	A1 D1		A3	C2				
People and Organisational Management	D1 D3	C2	D2	✓	A4			
Resources Management	C3		C1	B2 D2				
Practical Law for Construction and the Built Environment	D2			B2 C1		D1		
Building Environment Technology and Framed Construction	B1 C1	D2						D3

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TRANSFERABLE SKILLS MATRIX								
MODULES	Communication skills	Apply IT skills	Apply numerical skills	Problem solving and decision making	Team working	Work independently under own initiative	Recognise own CPD needs	Time management
Economics for Surveyors				C1				
Professional and Statutory Regulation	A2 D2			D1			A1	
Project Management in Construction (Option)				B1	C1	D1		
Portfolio of Learning from the Workplace	C2			C1			C3	
Professional Learning Portfolio	C2 D1			✓			C3 D1	D1

The letters and numbers in the grid indicate the explicit learning outcomes found in the individual Module Descriptors (e.g. C1 or A3).

**Apply IT skills** – all assignments are handed in via the VLE, the on-line CAA and Induction module plus the advice and forums are all on-line

**Apply numerical skills** – many modules use mathematical techniques as their basic modus operandi but do not explicitly state this in the Learning Outcomes as it is implied

**Problem solving & decision making** –the assignment programme is problem based and in some cases case studies are used extensively (✓)

**Time management** - the summative assessment programme implies regular assignment hand in dates and therefore good time management whilst many assignments are problem based by their very nature

**Work Independently** – this is a supported distance learning course so all students need to be independent workers