

## Programme Specification

### Programme Title: FdSc Construction and Surveying

<b>Awarding Institution:</b>	University of Bolton		
<b>Teaching Institution:</b>	Wigan and Leigh College		
<b>Division and/or Faculty/Institute:</b>	Faculty of Advanced Engineering and Sciences		
<b>Professional, statutory or regulatory body recognition:</b>	<b>Professional body</b> N/A	<b>Professional body URL</b> N/A	<b>Status of graduates</b> N/A
<b>Final award(s):</b>	FdSc		
<b>Interim award(s)</b>	None		
<b>Exit or Fallback award(s)</b>	Certificate of Higher Education in Construction and Surveying		
<b>Programme title(s)</b>	Construction and Surveying		
<b>UCAS Code</b>	W67		
<b>JACS Code</b>	K220		
<b>University Course Code(s)</b>	CSA0008		
<b>QAA Benchmark Statement(s)</b>	Construction, Property and Surveying		
<b>Other internal and external reference points</b>	None		
<b>Language of study</b>	English		
<b>Mode of study and normal period of study</b>	Full time – 2 years		

## Admissions criteria

### Standard Admissions Criteria

Applicants are normally expected to have completed level 3 qualifications (i.e. A2-levels or equivalent) and achieved 100 UCAS points in any subject. However, consideration is given

to those with relevant work/life experience.

You should also have four GCSEs at grade C or above (or equivalent) in any subjects.

Mathematics and English Language or a subject requiring the use of English must have been passed at GCSE level. Alternative qualifications will be considered: please refer to the general entry requirements presented on the university's web site.

A BTEC National Diploma or Certificate in Building, Construction, Civil Engineering or other related subject.

An AVCE or Advanced GNVQ.

NVQ Level 3.

Successful completion of a Foundation or Access course.

Other certified prior learning deemed equivalent to the above in accordance with the university's policies on Accreditation of Prior Learning (APL).

Non- certified prior learning deemed equivalent to the above in accordance with the university's policies of Prior Experiential Learning (APEL).

### Non Standard Entry

Cases dealt with by admissions tutor on an individual basis for mature students who have a proven employment record within the construction industry.

The University of Bolton reserves the right to call any applicant for interview, request a portfolio of appropriate work or administer any other test to determine a candidate's suitability for study prior to their enrolment with the University.

### English Language Requirements

If English is not the first language - then the minimum IELTS score for overseas students is to be at least 6.0 or equivalent.

### **Additional admissions matters**

None

### **Fitness to practise declaration**

Not applicable

### **Aims of the programme**

The principal aims of the programme are to:

develop knowledge and understanding of the principles, technology and management of construction and surveying activities;

develop a knowledge and understanding of environmental and health and safety risks that relate to the construction industry;

develop an understanding of the legal and sustainable frameworks in which the construction industry operates;

develop the skills and competences to perform at technician level in a broad range of construction disciplines;

prepare you for higher level studies at HE6, promote lifelong learning and ultimately, on completion of an accredited degree programme, permit full membership of a relevant professional body.

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

Vocationally oriented programme leading to employment opportunities in a variety of construction industry disciplines e.g. architectural technology, building surveying, site management, estimating, quantity surveying, procurement and site engineering.

The programme incorporates a dedicated work experience module that provides the opportunity to go out on placement with appropriate employers. This allows you to further relate theoretical knowledge with real world practical experience.

The programme makes use of laboratory and field-based work to underpin theoretical concepts in construction and surveying.

A current and vocational programme with an established excellent local and regional reputation in the construction industry.

The programme includes integrated interdisciplinary and scenario based learning which develops and enhances group work activities.

The programme makes use of site visits and utilises guest speakers to provide some specialist lectures.

Students are encouraged to join professional bodies such as the Chartered Institute of Building, Association of Building Engineers, Chartered Institute of Architectural Technologist and the Royal Institute of Chartered Surveyors at student level of membership. On completing the qualification students can seek to gain higher grade memberships at Associate and Technician levels within a relevant professional body.

### **Programme learning outcomes**

On completion of this programme of study you should be able to:

use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to well-defined problems arising from that analysis in

their field of study or work context;

effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively in their field of study and in a work context;

undertake further training, develop existing skills and acquire new competences that will enable them to assume responsibility within organisations;

demonstrate the qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal responsibility and decision-making.

### **K. Knowledge and understanding**

On successful completion of the programme you will be able to demonstrate systematic knowledge and understanding of:

1. construction methods and techniques;
2. the duties and responsibilities for safe working;
3. environmental, social, economic and legal factors that impact on the construction industry;
4. the use and application of appropriate management theories and techniques.

### **C. Cognitive, intellectual or thinking skills**

On successful completion of the programme you will be able to demonstrate the ability to:

1. define a given problem and identify appropriate solution tools and techniques;
2. display the capacity for critical reasoning;
3. synthesise and analyse information;
4. apply suitable and appropriate mathematical and scientific principles and methods.

### **P. Practical, professional or subject-specific skills**

On successful completion of the programme you will be able to demonstrate the ability to:

1. manage resources, time and work within a team;
2. manage the implementation of elements of construction projects and processes;
3. develop discipline specific skills;
4. communicate effectively with individuals and organisations across both the public and private sectors regarding construction projects;
5. understand and be able to use relevant materials, equipment and processes.

### **T. Transferable, key or personal skills**

On successful completion of the programme you will be able to demonstrate the ability to:

1. communicate effectively both orally and in writing;
2. demonstrate the capacity to research, investigate, work with contradictory information and to learn;
3. use information technology tools effectively;
4. show the capacity for insight, creativity and innovation;
5. demonstrate social and political awareness;
6. demonstrate numerical and verbal reasoning skills.

**N.B** The course is also mapped against the General and Specific learning outcomes in accordance with the QAA Subject Benchmark Statement for Construction, Property & Surveying (2008). These can be seen in the table at the rear of the specification.

## Programme structure

The programme is delivered over two academic years with 120 credits of subject content in each year. The first year modules are at level HE4 with the second year modules increasing to level HE5. This culminates in the overall 240 credits required for successful completion of the award of FdSc Construction and Surveying.

All modules included within this programme carry a 20 credit value except for CAS5012, Work Related Project, which is weighted at 40 credits. More detailed information regarding the specific modules is presented in the table below. The modules for each year are all to be delivered over trimesters one and two with students undertaking six modules in the first academic year and five in the second.

Successful completion of the FdSc Construction and Surveying, will allow progression into the second year of any one of the BSc (Hons) accredited degree programmes listed below:

BSc (Hons) – Architectural Technology  
 BSc (Hons) – Building Surveying  
 BSc (Hons) – Construction Management  
 BSc (Hons) – Quantity Surveying

Completion of these degree programmes will require an additional two years of full time or three years of part time study. For those who either do not wish to undertake a further two year of study or, alternatively, do not have the satisfactory entry requirements for one of the accredited degree programmes there is the availability of the non accredited, top up degree shown below which will be offered as a one year course in the full time mode.

BSc (Hons) – Construction and Surveying

Module Code	Module title	Core/ Option/ Elective (C/O/E)	Credits	Length (1, 2 or 3 periods)
CAS4001	Construction Core Skills	C	20	2
CAS4007	Construction Technology	C	20	2
CAS4008	Construction Law	C	20	2
CAS4009	Construction Surveying and Measurement	C	20	2
CAS4010	Construction Science and Materials	C	20	2
CAS4011	Integrated Project	C	20	2
<b>Total credits Yr 1 at HE4</b>			<b>120</b>	

CAS5012	Work Related Project	C	40	2
CAS5013	Computer Aided Design (CAD)	C	20	2
CAS5014	Building and Sustainable Technology	C	20	2
CAS5015	Project Management	C	20	2
CAS5016	Work Experience	C	20	2

**Total credits Yr 2 at HE5 120**

**Overall credits (Award of FdSc) 240**

### **Learning and teaching strategies**

The diverse nature of the programme permits the deployment of a variety of teaching and learning methods in order to ensure the acquisition and development of the appropriate concepts, knowledge and skills. Many of these will be experienced during formally timetabled classes whilst others will be appropriate to student centred learning.

Whilst there are significant opportunities to spend time with the tutors and technicians during timetabled classes, practical work and tutorials, there is an expectation that you will devote an appropriate amount of time to personal study. This personal study time might be spent, for example, engaging in general background reading, revisiting practical work, attending technical meetings and lectures provided by professional bodies, preparing for seminar activities, working on assignments or revising for examinations. During the early stages of studies, guidance will be provided on how students can make the best use of their personal study time. However, as students progress through the programme, this guidance will become less structured and prescriptive.

The learning and teaching methods described below are those most commonly adopted by the programme during the formally timetabled sessions. However, individual module tutors are free to introduce techniques that they view as especially suitable in aiding learning in their specialist area. (Each Module Guide will identify specific teaching and learning strategies).

**Lectures:** Lectures play an important part throughout the course and will feature in all modules at levels HE4 & HE5 of the programme. They involve the dissemination of theoretical and empirical information by a lecturer and provide a basic framework that you can build upon through your reading and through other classroom activities. Guest Lectures by specialists from industry, the professional bodies and other academic institutions, enhance the learning experience.

**Practical Sessions:** Tutor-led practical sessions which can take place in laboratories, be field based or located in computer suites or studios, are a key aspect of this programme. These may comprise demonstrations by staff members, hands-on practical activities or project work. These activities help develop subject specific practical skills; specifically, the ability to: effectively deploy the methods and tools used in the development of a product, solve practical problems by making and testing prototypes; and make effective use of specialist software. During practical sessions, there is also an opportunity to develop time management and communications skills as well as the ability to work as part of a team.

**Placements:** Placements are a key aspect of the programme as they provide the opportunity for you to view state-of-the-art projects. Such events also help to promote a synthesis between academic and professional based activities. Experience gained through placement with employers enhances the employability of the participants.

**Seminars:** Seminars involve groups who meet with a tutor to discuss further reading, issues and problems arising from lecture material, or to undertake case studies or problem-solving exercises. It is common for further reading on a particular topic to be assigned, and individuals may be required to present an oral synopsis to provide a basis for discussion. Seminars play an important part in encouraging you to think critically about the subject, to analyse theory and information in a systematic fashion, and to enhance understanding of conceptual issues.

**Workshops:** Workshops are also employed in some modules and may involve the development of skills, e.g. research methods, the application of statistics, presentations etc, as well as problem solving through the evaluation of case-study material. Assistance with assignment work may be offered in workshops, and they play an important part in increasing confidence in dealing with the subject matter.

**Tutorials:** These are usually individually based but may be shared with others who are studying a similar area/issue. You should prepare for tutorials, which are usually associated with an assignment, by bringing any plans for discussion.

**Informal Group Study Sessions:** Laptops can be booked out from the library issue desk and used for group work in the Social Learning Zone. Furthermore, there are a number of group study rooms in the library which can also be booked for meetings and/or presentation practice.

### Learning activities (KIS entry)

	Course Year	
	Year 1	Year 2
<b>Scheduled learning and teaching activities</b>	35%	28%
<b>Guided independent study</b>	65%	64%
<b>Placement/study abroad</b>	0%	8%

### Assessment strategy

The assessment strategy for the programme is designed to ensure that you achieve the overall aims and learning outcomes of the programme, as well as the learning outcomes for individual modules; they may take the form of assessment of individual performance during practical work, time constrained examinations, essays, making presentations, writing up of laboratory work, analytical or design assignments, research assignments,

design submissions, personal development plans.

Assessments serve several functions. The obvious and primary function is to evaluate your achievement. However, assessment also serves to help you to organise and develop your learning. Feedback from assessment serves an important educational function and can help develop skills and understanding of personal strengths and weaknesses. To this end, all modules will adopt “formative” assessment methods which will result in qualitative feedback and does not contribute to the mark for the module; this enables you to gain understanding and development of knowledge, skills and abilities that can then be applied to the “summative” assessment to provide the definitive mark for the module. Formative assessment strategies will take place in one or more of the following forms; presentations, group work, discussions based on case studies (e-forums), scenarios, or tasks delivered by either face to face sessions or task delivered through the VLE (Quiz etc).

The various assessment methods deployed by the programme are described below.

**Essay:** For a number of modules, you will be required to produce a coursework essay or essays. Essays assess understanding of the thrust of the question set, whether you have introduced and appreciate the relevance of appropriate material to the topic in hand and understand its implications, whether you can analyse and evaluate information and whether you can communicate ideas clearly. Coursework essays are typically set to assess the learning outcomes related to understanding key concepts, demonstrating critical evaluations, and demonstrating the capacity to think independently. The required length of coursework essays can vary depending upon the purpose of the assignment for which the work is assessed. You will be given guidance by the teaching staff on any specific requirements.

**Reports:** A number of modules require you to write reports, which are sometimes based on a given case-study. These reports identify published background research and rationale for your study, the way in which the study was carried out, and the results and analysis of information. Usually, a standard format is used to aid clear, precise and unambiguous expression. You are given explicit guidance on the format required for the report.

**Presentations:** You are required to make oral presentations (e.g. from notes or from an essay, using presentational aids where appropriate) in a number of modules. Some modules may specify such a presentation as part of their assessment, whilst seminar presentations in other modules may not be part of the formal assessment. To augment the tutor’s assessment; some modules will also make use of “peer review” where fellow students assess their peers against pre-determined assessment guidelines.

**Project Work:** Many modules make use of project work for assessment. Project work may be undertaken by individuals or groups of students working together. Project briefs may be set by the tutor, an external company or by students themselves, depending on the requirements of the module. Live project work is a key feature of this course, with many project briefs being set by external companies, addressing real-life problems and issues. Some of the products developed as a result of these live projects have been successful in getting to market. In the final year dissertation, the student is expected to design and conduct an investigation into a selected topic area, setting their own aims and



objectives, and critically appraising the outcomes.

**Practical Work:** Individual performance is assessed during field-based practical work. Assessment guidelines are issued at the start of a module and these can include the assessment of motivational skills, theoretical knowledge, the ability to work in a group, communication skills as well as practical skills associated with carrying out a particular task. There is also an emphasis on the assessment of ability to perform the work safely in accordance with the appropriate risk assessment. At level HE5, you will have the opportunity to engage in peer review.

**Time constrained assessments:** Some modules make use of this form of assessment either in the form of a formal closed book written examination or a time constrained in class test.

The assessment methods for each module are identified in the Module Guides given out at the beginning of the teaching period. Furthermore, the Programme Handbook provides information on assignment submission dates in the “Assessment Timing Matrix” and this allows you to plan your work load effectively.

### Assessment methods (KIS entry)

	Course Year	
	Year 1	Year 2
<b>Written exams</b>	17%	22%
<b>Coursework</b>	75%	67%
<b>Practical exams</b>	8%	11%

### Assessment regulations

The programme uses the Assessment Regulations for the Undergraduate Modular Framework.

The overall pass mark for all modules is 40 percent. The mark awarded will be made up, where specified, of the weighted average of the examination and coursework assessment marks.

Normally, you will be expected to have achieved an overall module mark of 40 percent, with no item defined in the assessment pattern for the module having a mark below 35 percent, in order to be awarded the credit for a module.

For the full and current version of the Assessment Regulations, refer to the document “*Assessment Regulations for Undergraduate Modular Programmes (Main Document)*” at

the following university intranet site:

<http://www.bolton.ac.uk/Quality/QAECContents/APPR/Home.aspx>

## 1. Foundation Degree

### Grade Bands

Grade Description	Mark %	Overall Grade
Work of exceptional quality	70+	Distinction
Work of very good quality	60-69	Merit
Work of good quality	50-59	Pass
Work of satisfactory quality	40-49	Pass
Borderline fail	35-39	
Fail	Below 35	

### Grading

The award of Foundation Degree with Distinction may be made where your overall average mark is at least 70%, normally calculated from modules worth at Level HE5. The award of Foundation Degree with Merit may be made where your overall average mark falls between 60 – 69.99 normally calculated from modules at Level HE5.

### Role of external examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

### Support for student learning

- The programme is managed by a programme leader
- Induction programme introduces the student to the University and their programme
- Each student has a personal tutor, responsible for support and guidance
- Personal Development Planning (PDP) integrated into all programmes
- Feedback on formative and summative assessments
- A Student Centre providing a one-stop shop for information and advice
- University support services include housing, counselling, financial advice, careers and a disability
- A Chaplaincy
- Excellent library and IT services
- Student Liaison Officer attached to **Faculty of Applied Skills & Technology, Roger**

### Shearer.

- The Students' Union advice services
- Faculty and Programme Handbooks which provide information about the programme and University regulations
- The opportunity to develop skills for employment
- English language support for International students
- Placement learning, as part of module CAS5016 Work Experience, will be supported by visiting tutors
- Specialist teaching facilities / resources

### Methods for evaluating and enhancing the quality of learning opportunities

- Programme committees with student representation
- Module evaluations by students
- Students surveys, e.g. National Student Survey (NSS)
- Annual quality monitoring and action planning through Data Analysis Report (DARs) Course Annual Self Evaluation Report (CASERs), Faculty Quality Enhancement Plans (FQEPs), College Quality Enhancement Plan (UQEP)
- Peer review/observation of teaching
- Professional development programme for staff
- External examiner reports
- Employers forums in the form of an Industrial Advisory Board
- Collaborative partners quality assurance systems/processes

### Other sources of information

Students Union

[http://www.wigan-leigh.ac.uk/sec\\_Geninfo/Students\\_Union.asp](http://www.wigan-leigh.ac.uk/sec_Geninfo/Students_Union.asp)

Faculty Handbook (available via the following web page)

<http://www.bolton.ac.uk/Students/Home.aspx>

Programme Handbook

Student Entitlement Statement (available via the following web page)

<http://www.bolton.ac.uk/Students/AdviceAndSupport/StudentsServices/>

Module database

<http://www.bolton.ac.uk/academicaffairs/index.html>

External examiners reports

<http://www.bolton.ac.uk/Quality/QAECContents/ExternalExaminersReports/Home.aspx>

### Document control

**Author(s)**

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**Approved by:**

**Date approved:**

**Effective from:** 2012/13

**Document History:**

**Learning outcomes map**

Module title	Mod Code	Status C/O/E	K1	K2	K3	K4	K5	K6	C1	C2	C3	C4	C5	C6	P1	P2	P3	P4	P5	P6	T1	T2	T3	T4	T5	T6	
<b>Level HE 4</b>																											
Construction Core Skills	CAS4001	C			da				td	da	da	tda			d		da	da			tda		da		da	tda	
Construction Technology	CAS4007	C	tda	td	tda				td	td	tda					d	da					tda	tda	da	da	da	
Construction Law	CAS4008	C		tda	tda					td	tda						d	da			tda	da	da		da	da	
Construction Surveying and Measurement	CAS4009	C		tda					tda	d	tda	tda			da		da		tda		da	da	da			tda	
Construction Science and Materials	CAS4010	C		d	tda				td	d	d	tda			da		da		tda		da	da	da			tda	
Integrated Project	CAS4011	C	da	da	da	tda			da	da	da	da			da	da	da	da			da	da	da	da	da	da	

**K. Knowledge and understanding**

**P. Practical, professional and subject specific skills**

**C. Cognitive, Intellectual and thinking skills**

**T. Transferable, key or personal skills**

**Complete the grid using the following (Developed = D, Taught = T, Assessed = A)**

**Learning outcomes map**

Module title	Mod Code	Status C/O/E	K1	K2	K3	K4	K5	K6	C1	C2	C3	C4	C5	C6	P1	P2	P3	P4	P5	P6	T1	T2	T3	T4	T5	T6	
<b>Level HE 5</b>																											
Work Related Project	CAS5012	C	da	da	da	da			da	da	da	da			da	da	da	da	da		da	da	da	da	da	da	
Computer Aided Design	CAS5013	C							tda	da	da	d									da	da	tda	da			
Building & Sustainable Technology	CAS5014	C	tda		tda	d			tda	da	da	da									tda	da			da		
Project Management	CAS5015	C		td					da	da	tda	d			d	tda	tda	d	tda		da	da				d	
Work Experience	CAS5016	C	da	tda	tda	da			da	da	tda	d			da	da	da	da	da		tda	tda	da	d	da	d	

**K. Knowledge and understanding**

**P. Practical, professional and subject specific skills**

**C. Cognitive, Intellectual and thinking skills**

**T. Transferable, key or personal skills**

**Complete the grid using the following (Developed = D, Taught = T, Assessed = A)**

**Module listing for FdSc Construction and Surveying**

Module title	Mod Code	New? ✓	Level	Credits	Type	Core/Option C/O	Pre-requisite module	Assessment 1			Assessment 2			Assessment 3		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Construction Core Skills	CAS4001	✓	HE4	20	Standard	C		CWK	50		CWK	50	Y	n/a	n/a	n/a
Construction Technology	CAS4007	✓	HE4	20	Standard	C		CWK	50		EX	50	Y	n/a	n/a	n/a
Construction Law	CAS4008	✓	HE4	20	Standard	C		CWK	50		CWK	50	Y	n/a	n/a	n/a
Construction Surveying and Measurement	CAS4009	✓	HE4	20	Standard	C		CWK	50		P	50	Y	n/a	n/a	n/a
Construction Science and Materials	CAS4010	✓	HE4	20	Standard	C		CWK	50		EX	50	Y	n/a	n/a	n/a
Integrated Project	CAS4011	✓	HE4	20	Project	C		CWK	25		CWK	75	Y	n/a	n/a	n/a
Work Related Project	CAS5012	✓	HE5	40	Project	C		CWK	30		CWK	70	Y	n/a	n/a	n/a
Computer Aided Design	CAS5013	✓	HE5	20	Standard	C		CWK	100	Y	n/a	n/a		n/a	n/a	n/a
Building & Sustainable Technology	CAS5014	✓	HE5	20	Standard	C		CWK	50		EX	50	Y	n/a	n/a	n/a

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Project Management	CAS5015	✓	HE5	20	Standard	C		CWK	50		EX	50	Y	n/a	n/a	n/a
Work Experience	CAS5016	✓	HE5	20	Placement	C		CWK	20		CWK	80	Y	n/a	n/a	n/a

### Bolton Key Core Curriculum requirements

Module Title	Module Code	C/O	Employability											Bolton Values		
			PDP	Communication	Team work	Organisation & Planning	Numeracy	Problem solving	Flexibility & adaptability	Action planning	Self awareness	Initiative	Personal impact & confidence	Inter-nationalisation	Environmental sustainability	Social, public and ethical responsibility
Construction Core Skills	CAS4001	C		t/d/a	t/d	t/d	t/d/a	t/d/a	t/d	td	td	td	td	t/d		td
Construction Technology	CAS4007	C		t/d/a		t/d/a	d	t/d	t/d	d	d	d	d	t/d	t/d	td
Construction Law	CAS4008	C		t/d/a				t/d/a	d	d	d	d	d	t/d/a	t/d/a	t/d/a
Construction Surveying and Measurement	CAS4009	C		t/d/a	t/d/a	t/d/a	t/d/a	t/d/a	D	d	t/d/a	t/d/a	t/d/a	d	t/d	t/d/a
Construction Science and Materials	CAS4010	C		t/d	d/a	d/a	t/d/a	d/a	d	d	d/a	d	d/a	t/d	t/d/a	d/a
Integrated Project	CAS4011	C	t/d/a	t/d/a	t/d/a	t/d/a	d/a	t/a	d	td	td	d	d/a	d	d/a	d/a
<b>Complete the grid using the following (Taught = t, Developed = d, Assessed = a)</b>																



Module Title	Module Code	C/O	Employability											Bolton Values		
			PDP	Communication	Team work	Organisation & Planning	Numeracy	Problem solving	Flexibility & adaptability	Action planning	Self awareness	Initiative	Personal impact & confidence	Inter-nationalisation	Environmental sustainability	Social, public and ethical responsibility
Work Related Project	CAS5012	C	t/d/a	t/d/a	d/a	d/a	d/a	d/a	d/a	t/d/a	d	d	d/a	d/a	d/a	t/d/a
Computer Aided Design (CAD)	CAS5013	C	d	d/a		d/a	d	d	d		d	d				d
Building and Sustainable Technology	CAS5014	C	d	d	d	d	d	d/a	d		d	d		d	t/d/a	t/d/a
Project Management	CAS5015	C	d	d/a	d/a	d	d	d	d	t/d	d	d			t/d/a	t/d/a
Work Experience	CAS5016	C	t/d/a	t/d/a	d/a	d/a	d/a	d/a	d/a	d	d	d	d	d	d	t/d/a

Complete the grid using the following (Taught = t, Developed = d, Assessed = a)

### Bolton Key Core Curriculum requirements

## FdSc Construction & Surveying

### PROGRAMME LEARNING OUTCOMES

QAA Subject Benchmark Statement 2008 (Construction Property & Surveying)

#### Key

a = assessed

d = developed

t = taught

		LEVEL HE4						LEVEL HE5				
		Construction Core Skills	Construction Technology	Construction Law	Construction Surveying and Measurement	Construction Science and Materials	Integrated Project	Work Related Project	Computer Aided Design (CAD)	Building and Sustainable Technology	Project Management	Work Experience
		CAS4001	CAS4007	CAS4008	CAS4009	CAS4010	CAS4011	CAS5012	CAS5013	CAS5014	CAS5015	CAS5016
Subject knowledge and understanding	Recognise the nature of the relevant specific discipline and its relationships within the context of the subject.	t/d	t/d	t/d	t/d	t/d	d/a	d/a	t/d	t/d	t/d	t/d
	Describe and apply a range of relevant key concepts, theories and principles.	t/d	t/d	t/d	t/d	t/d/a		d	t/d/a	t/d/a	t/d/a	d
	Identify and recognise relevant issues and why they are important.	t/d	t/d/a	t/d/a		t/d/a	d/a	d	t/d/a	t/d/a	t/d/a	t/d
	Recognise and apply all relevant aspects of management and other specialism's within the context of regulatory requirements, the needs of society and ethical correctness.		t/d	t/d/a		d	d/a	d/a			d/a	d
	Select and apply ICT applications appropriate to the discipline.		t/d/a	t/d	t/d	d/a	d/a	d/a	t/d/a	d/a	d/a	d
	Present original ideas and reflections via a range of methods to convey appropriate standards of literacy and the use of numeric data.	t/d/a	t/d/a		t/d/a	t/d/a	d/a	d/a		t/d/a	t/d/a	d
	Identify and explain the nature of the various working interactions and relationships in a professional context.	t/d/a	t/d/a	t/d/a	t/d/a	t/d/a			t/d/a	t/d/a	t/d/a	d/a
Subject-specific skills	Survey, map and test specified characteristics of the natural and built environment.		d		t/d/a	t/d/a		d/a		d/a		d
	Understand strategies and the requirements of environmental sustainability.		t/d/a			t/d/a				t/d/a	t/d	t/d
	Understand organisational strategies and processes in a relevant industry.	t/d/a	d	t/d/a		d	d/a	d			t/d/a	t/d/a
	Identify project requirements and the processes for project development.		t/d/a		t/d/a	t/d/a	d/a	d/a		t/d/a	t/d	

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	Investigate factors affecting potential developments.		t/d	t/d/a		d	d/a	d/a		t/d	t/d	
	Understand the financial and cost factors affecting development projects.		d		t/d	t/d/a	d/a	d/a			t/d	d
	Develop project designs and documentation.		t/d/a		t/d/a	d	d/a	d/a	t/d/a		d	
	Understand procurement and contract processes.		d			d	d/a	d/a			d	d
	Understand construction and installation operations.		d/a		d	t/d/a	d/a	d	d	t/d/a	d/a	d
	Understand the processes for the control of work within projects.		d	t/d/a		t/d/a	d/a	d		d	t/d	d
	Identify the reasons for disputes.		d			t/d/a		d			t/d/a	
	Produce basic valuations of built assets.					d		d			d	
	Contribute to the processing of property transactions and agreements			t/d/a	t/d/a		d	d			t/d	
	Plan and control the use and maintenance of property, systems and services.		d/a			t/d/a		d		d		d
	Investigate questions and problems of a routine nature and devise solutions.	t/d/a	d	t/d/a		t/d/a	d/a	d/a	d/a	t/d/a	t/d/a	d
	Participate in teams in the context of effective professional practice.		d		t/d	t/d/a	d/a	d/a				t/d/a
Generic skills	Use methods for acquiring knowledge and apply appropriate research strategies and methods.	t/d	t/d	t/d		d/a	d/a	d/a	d/a	d/a	d/a	d/a
	Gather and summarise information, cite evidence and make judgements about merits, contrast points of view and develop ensuing discussion, making judgements of a routine nature.	t/d/a	d	t/d/a		t/d/a	d/a	d/a		t/d/a	t/d/a	d/a
	Understand interpersonal relationships and understand and apply leadership, teamwork and self-development.		d		t/d/a	d/a	d/a	d/a				d
	Demonstrate a basic understanding of the workings of business and other types of organisation.			t/d/a		d		d			t/d/a	d
	Summarise and use a range of appropriate means of communication, including information technology for a particular topic or audience.	t/d/a	t/d/a	d/a	t/d/a	d/a	d/a	d/a	d/a	d/a	d/a	d/a
	Make judgements of a routine nature.		d	t/d		d/a	d/a	d/a	d/a	d/a	d/a	d/a