**Annex C: Programme Specifications Template**

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| **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 he/she passes the programme.More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found [*either* by following the links provided *or* in the programme handbook *delete as applicable*]. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| **Degree and Programme Title** | |
| 1. **Awarding Institution/Body** | UNIVERSITY OF KENT |
| 1. **Teaching Institution** | K COLLEGE |
| 1. **Teaching Site** | ASHFORD CAMPUS  TONBRIDGE CAMPUS |
| 1. **Programme accredited by** | UNIVERSITY OF KENT |
| 1. **Final Award** | HNC 120 CREDITS |
| 1. **Programme** | CONSTRUCTION |
| 1. **UCAS Code (or other code)** |  |
| 1. **Relevant QAA subject benchmarking group(s)** | Architecture Architectural Technology, Landscape Architecture  Construction, Property & Surveying  Town & Country Planning  General Business & Management  Earth Sciences, Environmental Sciences  Engineering |
| 1. **Date of production/revision** | APRIL 2012 |
| 1. **Applicable cohort(s)** | 2012 ONWARDS |

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| 1. **Educational Aims of the Programme**   The programme aims to: |
| This programme is for those intending to pursue a professional career in construction, and related fields.  In this context and in relation to the mission statement of the University of Kent, the programme aims to:   1. provide a multi-disciplinary course of excellent quality to equip students with the necessary skills, underpinning knowledge, understanding and motivation to prepare them for a range of technical professional and management roles and offer choice of vocational disciplines to pursue 2. Offer a variety of learning and work-related experiences to foster self-confidence and autonomy to enable students to meet the challenges and demands of their chosen professions. 3. Offer wide and flexible entry to allow students from all backgrounds to commence study in September and study either full time or part time and to accommodate study to suit personal and work situations. 4. enable mature students who seek to change career or re-train to access new vocations and educational progression routes 5. promote the development of staff to stay informed and progress with industrial and educational practices, establish strong networking links with employers and accommodate special research interests   In relation to the teaching and learning strategy, the programme aims to:   1. Prepare students for a technical and professional role in the workplace appropriate to their personal career aims. 2. Promote confidence in dealing with situations and problems of a technical social and industrial nature. 3. Provide a high quality system of tutorial support and guidance to encourage a mature approach to study and develop personal, social and transferable skills to increase the potential of students to enable them to achieve their goals. 4. Widen the students’ educational perspective. 5. enable students to form a broad knowledge base and apply this to the critical analysis and discussion of current issues relating to civil engineering 6. Offer a varied range of learning experiences, incorporating work-based practices to develop analytical, problem-solving, interpersonal, team-working and presentation skills. 7. Extend knowledge through enabling students’ to manage their own learning and carry out independent research. |

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| 1. **Programme Outcomes**   The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject benchmarking statement for *(****SB****).*   * Architecture, Architectural Technology **(SB-A)** * Construction, Property and Surveying **(SB-CPS)** * Town & Country Planning **(SB-T&CP)** * General Business and Management **(SB-M)** * Earth Sciences, Environmental Sciences and Environmental Studies **(SB – ES)** * Engineering **(SB – E)**   The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. | |
| **Knowledge and Understanding** | **Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated** |
| **A. Knowledge and Understanding of:** |  |
| 1. The key concepts, theories, principles and approaches used in building, surveying, architectural design and building technologies, including the application of structure, construction, materials, applied science, mathematical applications, environmental design in relation to human needs, measurement, performance of buildings, resource management, the application of management theories., business and management techniques. Organisations, the external environment in which they operate and how they are managed, including responding to changes and consideration of the future of organisations. Consideration, application and critical evaluation of relevant and typical research on these theories and principles.   **(SB – A)**  **(SB –M)**  **(SB – CPS)**  **(SB – E)** | In keeping with the aims and the development and experiential nature of the programme, the teaching & learning approach is to provide a wide range of strategies and enrichment activities throughout the programme.  The acquisition of 1 to 4 is generally through the required (core) modules, which aim to offer a broad base understanding upon which more specialist knowledge and topics can be built. Teaching & Learning Strategies adopted for these modules include: lectures, practical applications, individual and group activities, seminars, ILT applications, experiments and field studies, role play, discussion groups, problem solving, games & scenarios, site visits, research activities.  5 relates to the option modules which are chosen according to relevant career pathways and interests. Additional strategies to those above include more specific activities e.g. preparation of tenders, mock arbitrations, planning, design and drawing tasks. |
| 1. The context in which building, surveying and architectural design operates, including the legal, social, economic, health and safety, cultural, technological, physical, environmental and global influences on its specialism and awareness of relevant contemporary issues.   The impact on design and construction of regulatory frameworks, the needs and aspirations of clients or users, the roles of those who collaborate in the making process and the impact of the design upon the wider community. The issues and constituencies which influence the processes and delivery of design. The influences on the contemporary built environment of individual buildings, the design of cities, past and present societies and wider, global issues  **(SB – CPS)** | **Assessment**  Formative: course work, individual and group projects, graphical evidence, survey plots, technical CAD drawings, take-offs/abstracting, booking sheets, survey reports, research-based assignments, presentations, posters, collages, models, tests, experiment write-ups, reports, essays, peer assessments.  Summative: examinations, portfolios/transcripts of work-based evidence. |
| 1. The professions and industries allied to construction, their operation and the relevance of the linkages between them and the inter relationships between elements of the discipline.   **(SB – CPS)** |  |
| 1. Professional ethics, their impact on the operation of the professions and their influence on the society, communities and the clients and external agencies with whom they have contact.   **(SB – CPS)** |  |

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| 1. Specialist knowledge, essential facts, concepts, principles and theories and the science, mathematics, technological and wider social and environmental base and business and management techniques relevant to a particular chosen discipline and the constraints within which judgements will have to be exercised,   **(SB – CPS)**  **(SB – E)** |  |
| **Skills and Other Attributes**  **B. Intellectual Skills:** |  |
| 1. Demonstrate independent and self-managed learning to identify own personal strengths and weaknesses and formulate strategies for improvement and identify and work towards targets for personal, academic and career development. Work autonomously in a self-directed manner, thereby developing the practices of reflection and of lifelong learning.   **(SB – CPS)**  **(SB – A)**  **(SB – ES)** | **Teaching/Learning**  The ‘Personal Skills’ modules specifically focus upon the development of intellectual skills. In addition lectures, individual and group activities, seminars, role play, discussion groups and research activities are incorporated within the planned diverse teaching & learning strategy of the programme. Students are also required to undertake ‘professional development’ activities to support their career goals and offer appropriate experience and exposure to other professionals. Opportunities will be arranged to include meetings, committees, open events, external competitions and presentations to other professionals and the public etc. |
| 1. Analyse, synthesise, evaluate and summarise information critically, including prior research Evaluate designs, processes and products, and make improvements.   **(SB – ES)**  **(SB – E)** | **Assessment**  Individual assignments and essays, presentations, group presentations, seminar write-ups, examinations and research based projects. |
| 1. Question standard practice, arguments and evidence and apply professional judgement in making recommendations for future best practice. Recognising moral and ethical issues of investigations and appreciating the need for professional codes of conduct.   **(SB + CPS)**  **(SB – ES)** |  |
| 1. Recognise and use subject-specific theories, paradigms, concepts and principles to develop arguments and discussion.   **(SB – ES)** |  |
| **C. Subject-specific Skills:** |  |
| 1. Evaluate the characteristics of various construction techniques and materials and their effect on building production. Research, formulate and respond to programmes or briefs that are appropriate to specific contexts and circumstances   **(SB – A)** | **Teaching & Learning**  The Project module and Skills modules will specifically provide rich experience for different subject specific skills.  In addition, depending upon the disciplines and pathways chosen, a range of teaching & learning methods will be offered in the optional modules i.e.: practical surveying, science and experimental work, field trips, estimations, site investigations, safe working practices, graphical skills including technical drafting, modelling and presentation, management and project planning skills, specialist IT skills including AutoCAD and custom built packages, specific research skills applied to disciplines. |
| 1. Interpret the basics of structural behaviour. Analyse and diagnose faults and specify appropriate remedial action | **Assessment**  Depending upon the options studied, assessment includes: experiment lab write-ups, demonstration and presentations of specific experiments and tests of materials. Survey booking and plotting. Portfolios and presentation of drawings and models incorporating technical drawings and AutoCAD documents. Take-offs, abstracting and estimates towards tender production. Production of programmes, specifications, schedules and material/labour requirements. |
| 1. Demonstrate basic competence in setting-out, levelling, and land surveying. |  |
| 1. Prepare, interpret and summarise tender, legal and other documents.   **(SB + CPS)** |  |
| 1. Demonstrate effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise.   **(SB – M)** |  |
| 1. Produce designs that demonstrate the integrative relationship of structure, building materials, constructional elements, climate, service systems and energy supply   **(SB – A)** |  |
| 1. Exercise informed and reflective judgment in the development of sustainable design. Considering the spatial, aesthetic, technical and social qualities of a design within the scope and scale of a wider environment   **(SB – A)** |  |
| 1. Conceptualise, investigate and develop the design of three-dimensional objects and spaces and conceive architectural designs on a specific site within the broader landscape and context of urban planning. Demonstrate an ability to understand the conventions of architectural representation.   **(SB – A)**   1. Collect, analyse and interpret data using appropriate techniques in the field and laboratory and when necessary design experiments to gain new data.   **(SB – ES)**  **(SB – E)**   1. Undertake field and laboratory investigations in a responsible and safe manner, paying due attention to risk assessment, rights of access, relevant health and safety regulations, and sensitivity to the impact of investigations on the environment and stakeholder |  |
| **D. Transferable Skills:** |  |
| 1. Apply knowledge and understanding to address familiar and unfamiliar problems, including collecting, analysing and interpreting data, using appropriate quantitative and other equipment, and using standard and relevant IT software   **(SB – CPS)**  **(SB – ES)** | **Teaching / Learning**  All programme modules will incorporate strategies to develop transferable skills. Problem solving skills: promoted through scenarios and case-studies. Communication skills developed through presentations to groups and peers, written exercises, discussions and role plays. Teamwork focusing upon groups planning and programme, to achieve deadlines, monitoring and evaluating performance. Develop client voice using IT to support. Research activities involving analysis of data, IT applications and presentations.  The ‘professional development’ activities outlined in B will also involve transferable skills  **Assessment**  Work-based examples plus portfolio transcripts and logs, solutions, case study reports, and written projects, essays and technical writing.  Individual and group presentation to different audiences including external client panels.  Research-based projects incorporating ILT, quantative analysis and numerical applications. |
| 1. Analyse problems, using innovation, logical and lateral thinking in their solution and solve numerical problems using computer and non-computer based techniques   **(SB – ES)**  **(SB – A)** |  |
| 1. Communicate effectively with other people using visual, graphic, written and verbal means.   **(SB – A)** |  |
| 1. Present quantitative and qualitative information, together with analysis, argument and commentary, in a form appropriate to the intended audience, including appropriate acknowledgement and referencing of sources;   **(SB – B CPS)**  **(SB – ES)** |  |
| 1. Listen and engage in informed dialogue   **(SB – A)** |  |
| 1. Work effectively with others within the context of a team within an interdisciplinary environment.   **(SB – CPS)**  **(SB – A)**   1. Identify individual and collective goals and responsibilities, performing in a manner appropriate to these roles and evaluating performance   **(SB – ES)**   1. Develop skills in the use of communications and information technology to acquire, design, use and modify existing communication technologies; selecting and using design-based software and multimedia applications and using the Internet critically as a means of communication and a source of information and maintaining a sound theoretical approach in enabling the introduction of new and advancing technology to enhance current practice.   **(SB –A)**  **(SB –CPS)**  **(SB – ES)**  **(SB – E)**   1. Locate, extract, analyse, prepare, process, interpret and present data from multiple sources including drawn information using appropriate qualitative and quantitative techniques and packages.   **(SB –CPS)**  **(SB – ES)** |  |
| For more information on which modules provide which skills, see the module mapping | |

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| 1. **Programme Structures and Requirements, Levels, Modules, Credits and Awards**   The programme is based upon the accumulation of credits by achieving required modules of study. Each single module is given a credit value of 15 credits which equates to approximately 150 hours of learning for the student. This includes self-study, assessment and a minimum of 47 hours direct contact teaching. 120 credits are required for the Higher National Certificate. Each module is designated at Certificate C, Intermediate (I).  Learners are also able to revise their planned schedule to study fewer modules if their circumstances change.All modes are based upon an academic year of 30 weeks.Part time study day-release allows students to accumulate up to 90 credits per year.  The hours of study for each module are shown in the individual module specifications and equate to the minimum requirement for HNCs.  The ’personal skills’ module focuses upon the development of the individual’s personal qualities, skills and attitudes towards future careers and education goals. This planned and considered curriculum ensures learners will be able to make an effective contribution to employment in their chosen sector.  The criterion for an HNC Award is a minimum of 120 credits with at least 90 credits at Level C.  HNC students will be permitted to enrol onto the Foundation Degree Top-up programme of study provided they have met the criteria; minimum 120 credits with at least 90 credits at C level, in order to ‘top up’ to the Foundation Degree Qualification. Students on the old framework HNC 150 credits can be accepted provided they have covered all C level core modules they can then be accepted to top-up 90 credits. 240 Credits are required to obtain a Foundation Degree, 90 of which must be at level I or above.  The programme, as laid out below, in terms of the modules available, is subject to change. |

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| **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Year 1 - *Required Modules*** | | | | |
| UU324 | Science & Materials | C | 15 | 1,2 |
| UU327 | Safety in Construction | C | 15 | 1 |
| UU328 | Personal Skills 1 – Communication & Research | C | 15 | 1,2 |
| UU335 | Building Construction A | C | 15 | 2,3 |
| **Year 2 *Modules (These will be offered in 2012-13)*** | | | | |
| UU326 | Industrial Applications 1 | C | 15 | 2,3 |
| UU545 | Law and Contract | I | 15 | 1 |
| UU539 | Building Services | I | 15 | 1,2 |
| UU330 | Site Surveying Procedures | C | 15 | 2 |
| ***Other Year 2 Modules*** | | | | |
| UU359 | Analytical Methods | C | 15 |  |
| UU333 | IT Applications | C | 15 |  |
| UU533 | Industrial Applications 2 | I | 15 |  |
| UU534 | Personal Skills 2 – Personal Development | I | 15 |  |
| UU535 | Industrial Applications 3 | I | 15 |  |
| UU551 | Building Construction B | I | 15 |  |
| UU552 | Refurbishment Maintenance & Adaption | I | 15 |  |
| UU543 | Management Applications | I | 15 |  |
| UU544 | Tendering & Estimating | I | 15 |  |
| UU540 | Contract and Procurement | I | 15 |  |
| UU546 | Measurement | I | 15 |  |
| UU547 | Q. S. Practice | I | 15 |  |
| UU550 | Economics & Financial Studies | I | 15 |  |
| UU334 | Construction Management | C | 15 |  |
| UU556 | The Urban Environment | H | 15 |  |

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| 1. **Work-Based Learning**   Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements. |
| Where relevant to the programme of study, provide details of any work-based learning element, inclusive of employer details, delivery, assessment and support for students. |
| Work placements may be provided with local employers to offer a variety of experiences, both on site and office-based, covering a full range of construction vocations from design to production. Currently, it is envisaged that students will be part-time. The ‘Industrial Applications’ units, which form the basis for the work-based element of the course, based around the current employed position (or where students do not have a work position and the college assists in providing a work placement,) will provide 15 credits towards the qualification during term 2 and 3 of the second year of the programme. Assessment could also include site visits by the tutor. One to one tutorial support and lectures will form the basis of this module. |

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| 1. **Support for Students and their Learning** |
| The Department offers an effective support facility for students with the following key features;   * Excellent staff/student ratio provided for lectures, demonstrations and seminars.Students receive academic support through verbal and written formative and summative feedback on assessment during each module. Students also have access to academic and creative support through tutorials and workshops. Student tutorials take place throughout the year and focus on pastoral as well as academic issues. There is a specialist HE pastoral tutor covering both sites. * Learning support is available for students with learning difficulties and special requirements. Students will be tested so that we can respond to their individual needs. Dyslexia and disability support is provided by K College/University of Kent. * Each student is provided with a student handbook which informs them as to College policies and procedures as well as where to get help should they have any problems. Students will also receive a Course Handbook at the start of the course. The programme handbook is issued to students to provide all essential information regarding aims, structure of programme and learning outcomes, staff, induction, health & safety, assessment requirements and procedures, academic standards, attendance and conduct, resources, equipment, quality assurance and support. Module guides are provided for each module and include a schedule of study, assessment details, learning outcomes and recommended reading. * The College also has a VLE- for HNC courses running at both sites. Moodle contain a range of course materials including handbooks, programme and module specifications, timetables and details on assessments. Students can also access HE student pages, student services and LRC facilities through the site. * Library and internet induction and study skills sessions. Library and Learning resources are available through the K College and University of Kent. Relevant book stocks (including e-books and journals) available at both campuses. Overseas students can obtain language support through the University of Kent, and study skills support is provided at both the University of Kent UELT and K College. Unit for the Enhancement of Learning and Teaching (UELT) offering services for both staff and students to promote quality in teaching and learning includes: Student Learning Advisory Service, programmes of student events and workshops and learning resources advice and facilities. * Central support services at K College include counselling, education/career guidance, and welfare at all campuses. The College also administers its own internal bursary accessible to all HE students experiencing financial hardship. * Access to Kent Union resources and facilities. The Kent Union Outreach worker typically visits both sites about once a fortnight. * Disability -The programme will involve a number of practical aspects in the form of field trips, surveying activities, visits and experiments. Careful consideration in anticipation of the accommodation of the needs of students with any disabilities or specific personal requirements has been undertaken. It is possible to support students with disabilities on most activities but specific requirements or needs will be negotiated on an individual basis and potential adjustments that may reasonably be required to the curricula context, modes of delivery and assessment methods will be made. Each module that involves any practical element will include a statement that outlines any disadvantages that cannot be catered for in order to assist students in planning their learning, modules and pathways |

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| 1. **Entry Profile**   The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the course begins. There is no upper age limit. |
| **Entry Route**  For fuller information, please refer to the University prospectus |
| * A National Certificate or Diploma in Construction or relevant subject * A GNVQ (Advanced) in Construction or relevant subject * A level – 120 - at least 1 A level in a relevant subject * Access/Foundation Programmes: A satisfactory pass in an approved Access programme. Please check with the University beforehand that we will accept the Access syllabus you took. * A minimum age of 18 years. There is no upper age limit to studying * Mature applicants: Mature students without any of the traditional qualifications listed here, will be asked for proof of any recent study or experience which will be evaluated when considering an applicant’s ability to complete the programme successfully. * Accreditation of prior learning (APL). Any evidence of previous study and the ability to follow the proposed programme will be considered. |
| **What does this programme have to offer?** |
| * A wide range of learning and assessment experiences are provided throughout the course. The policy focuses upon student centred, varied and industrially relevant methods of teaching. * Emphasis is upon developing skills for future work and study roles. These ‘Personal Skills’ modules will provide credits towards the completion of the degree. * The department operates a small group teaching structure rather than adopting large lecture theatre situations. Typical lessons will involve researched based activities, individual and group projects, practical applications and seminar presentations to compliment the lecture. * Assessment will be mainly by on-going coursework requiring research, selection of information and presentation of results. Tests and examinations will be given on some modules where assessment of understanding of principles is required. * Successful completion could lead to employment with local or national contractors as a site manager, contracts manager, contractors’ surveyor, design engineer, planner, or site engineer with general practice surveyors, structural/highway/civil engineering practices. You may also progress and gain part exemption towards an honours degree and qualify for membership of relevant professional institutions |

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| **Personal Profile** |
| * Keen to pursue a career as a construction professional. * Interested in developing a wide range of skills appropriate to a chosen discipline and to apply there to personal, work-related and problem solving situations. * Willing to work as an effective motivated team member. * Eager to learn, study, research and debate construction topics in order to gain an understanding of all its relevant aspects; key concepts and principles; the context of the industry; professional standards and the specialist knowledge applicable to each discipline. |

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| 1. **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student feedback on teaching, learning and quality matters obtained through mechanisms outlined below. * Staff feedback obtained, recorded and actioned formally through representation on the committees outlined below, in addition informal views and issues are discussed and actioned through Head of Department and Personnel/Management systems. * Observation system. K College operates a system using trained observers to visit a department for a week and carry out HE specific observations. Staff are given comprehensive feedback and graded on Teaching, Learning and Attainment. An action plan for the department is drawn up based upon the outcomes. |
| **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Appraisals & Mentoring. Focus is upon on-going observations carried out by who visits classes on an unannounced ‘drop-in’ basis to view standards of teaching, learning and combination of Advanced Practioners and Learning Managers - staff are supported through a team mentoring system that monitors and guides them through all aspects of their role.   Formal appraisals are held at least once a year by the Learning Manager to address any difficulties and action personal development plans for each tutor.   * Internal Verification. The Department operates a rigorous IV system for all its programmes, to check and agree: assessment plans; standards of all assessments before issue; assessment decisions on grades of assessed work and quality of feedback. * External Verification. An External Advisor is appointed for each programme who will: * Receive agendas and minutes of programme team meetings; be a member of any review panel established to undertake annual or periodic programme review; inspect samples of marked student work. The purpose of such inspection will not be to moderate internal marking but to obtain information about student learning and achievement; submit an annual report to the University via the Office for Quality Assurance and Validation on the quality of the programme and of the learning experience of the students. The report will be copied to the College HE Liaison Officer and to the relevant Faculty Officer and will be considered by the Faculty Board when it considers the Annual Report on the programme submitted by the College. |
| **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * CRIT meetings held each semester to discuss issues and concerns and general progress of students. Chaired by Programme Director to include views of relevant staff, student representatives and employer/work-placement representatives. Action plan formed to address items for improvement. * Annual monitoring review held near the end of the academic year to focus upon evaluating the strengths, weaknesses and resulting action including achievement, retention and main quality issues to be improved. Action plan made to consider Programme Director, Tutors, Employers Representatives, Student Representatives, External Advisor. * Examination Boards held for each programme at the end of each semester to agree and confirm grades and awards of students and consider appeals, special cases and issues and make subsequent decisions. * K College Committees responsible for monitoring and evaluating Quality |
| **Staff Development priorities include:** |
| * All tutors appointed to teach on the programme are expected to possess a first degree or equivalent as a minimum level of qualification. There may be occasions however where specialist topics are covered by sessional/visiting lecturers who have a particular expertise but do not possess the above minimum level of qualification. This arrangement will need to be at the discretion of the programme director and through the programme team in liaison with the External Advisor. * All tutors will be required to obtain appropriate teaching qualifications as a priority.   To this effect with regard to commencement of teaching the programme, full time tutors are expected to obtain stage PTLLS, CTLLS & DTLLS or equivalent within 2 years. Sessional tutors are expected to obtain stage PTLLS, CTLLS & DTLLS or equivalent within 4 years.   * CPD needs are to be discussed and agreed as part of the Personal Action Plan with managers to ensure any specialist training or developmental needs are addressed. * All tutors are encouraged to investigate and bid for research projects that complement the nature and topics of the programme. * All tutors are encouraged to apply for membership of an applicable Professional Institute and pursue the CPD networking and research benefits that are provided. * CPD and updating seminars, training sessions and conferences will be offered as required and staff will be expected to attend and contribute positively. |
| 1. **Indicators of Quality and Standards** |
| * Periodic Reviews – * IQER * CIPD accreditation |
| The following reference points were used in creating these specifications: |
| * QAA Subject Bench Marking Statement for: * Construction Property and Surveying * General Business & Management * Earth Sciences, Environmental Sciences * Engineering * University of Kent, Unit for the Enhancement of Learning and Teaching resource packs. * Chartered Institute of Building Education framework 2007 |

Programme Specification Template  
Last updated June 2010