

Programme Specification

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 in the programme handbook. 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.

Higher National Certificate Construction

| | |
|--|---|
| 1. Awarding Institution/Body | University of Kent |
| 2. Teaching Institution | West Kent and Ashford College |
| 3. School responsible for management of the programme | Kent School of Architecture/West Kent and Ashford College |
| 4. Teaching Site | West Kent and Ashford College |
| 5. Mode of Delivery | Part-time |
| 6. Programme accredited by | |
| 7. a) Final Award | HNC |
| 7. b) Alternative Exit Awards | N/A |
| 8. Programme | Construction |
| 9. UCAS Code (or other code) | |
| 10. Credits/ECTS Value | 120 Credits (60 ECTS) |
| 11. Study Level | Undergraduate |
| 12. Relevant QAA subject benchmarking group(s) | Business and Management (2015) Architecture (2010) Architectural Technology (2014) Land, Construction, Real Estate and Surveying (2016) Town and Country Planning (2016) Earth Sciences, Environmental Sciences and Environmental Studies (2014) Engineering (2015) |
| 13. Date of creation/revision | April 2012/revised FSO Jan 2018 |
| 14. Intended Start Date of Delivery of this Programme | September 2018 |

15. Educational Aims of the Programme

The programme aims to:

- Provide a multi-disciplinary programme 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
- 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.
- Offer wide and flexible entry to allow students from all backgrounds to study and to accommodate personal and work situations
- Enable mature students who seek to change career or re-train to access new vocations and educational progression routes
- 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:

- Prepare students for a technical and professional role in the workplace appropriate to their personal career aims
- Promote confidence in dealing with situations and problems of a technical social and industrial nature
- 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.
- Widen the students' educational perspective
- Enable students to form a broad knowledge base and apply this to the critical analysis and discussion of current issues relating to civil engineering
- Offer a varied range of learning experiences, incorporating work-based practices to develop analytical, problem-solving, interpersonal, team-working and presentation skills
- Extend knowledge through enabling students to manage their own learning and carry out independent research.

16 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 QAA subject benchmarking statements for:

- Architecture and Architectural Technology (2015) (**SB-A**)
- Land, Construction, Real Estate and Surveying (2016) (**SB-CPS**)
- Town and Country Planning (2016) (**SB-T&CP**)
- Earth Sciences, Environmental Sciences and Environmental Studies (2014) (**SB – ES**)
- Engineering (2015) (**SB – E**)
- Business and Management (2015) (**CO-SB**)

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 – CPS) (SB – E)**

2. 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.
3. 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)**
4. 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)**
5. 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)**
6. 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)**
2. Analyse, synthesise, evaluate and summarise information critically, including prior research Evaluate designs, processes and products, and make improvements. **(SB – ES) (SB – E)**
3. 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)**
4. 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)**
2. Interpret the basics of structural behaviour. Analyse and diagnose faults and specify appropriate remedial action.
3. Demonstrate basic competence in setting-out, levelling, and land surveying.
4. Prepare, interpret and summarise tender, legal and other documents. **(SB + CPS)**
5. Demonstrate effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise.
6. Produce designs that demonstrate the integrative relationship of structure, building materials, constructional elements, climate, service systems and energy supply. **(SB – A)**

7. 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)**
8. 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)**
9. 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)**
10. 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)**
2. 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)**
3. Communicate effectively with other people using visual, graphic, written and verbal means. **(SB – A)**
4. 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)**
5. Listen and engage in informed dialogue **(SB – A)**
6. Work effectively with others within the context of a team within an interdisciplinary environment. **(SB – CPS) (SB – A)**
7. Identify individual and collective goals and responsibilities, performing in a manner appropriate to these roles and evaluating performance. **(SB – ES)**
8. 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)**
9. 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)**

Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated

Teaching/learning

Includes lectures, practical applications, individual and group activities, seminars, ILT applications, experiments and field studies, role play, discussion groups, problem solving, games and scenarios, site visits, research activities.

Students are required to undertake ‘professional development’ activities to support their career goals and offer appropriate experience and exposure to other professionals Opportunities will be arranged

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that can include meetings, committees, open events, external competitions and presentations to other professionals and the public etc.

Assessment

Includes coursework, individual and group projects, graphical evidence, survey plots, technical CAD drawings, technical writing, take-offs/abstracting, booking sheets, survey reports, research-based assignments, presentations, posters, collages, models, tests, experiment write-ups, reports, essays, peer assessments, examinations, portfolios/transcripts of work-based evidence.

For more information on the skills developed by individual modules see the module mapping.

17 Programme Structures and Requirements, Levels, Modules, Credits and Awards

The HNC (120 credits) is studied over two years part-time. It is a single-stage programme.

Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>

Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>.

Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules. The normal expectation is that the termly module load will be equally balanced across the terms.

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.

| KV Code | Code | Title | Level | Credits | Term(s) |
|---|-------|--|-------|---------|---------|
| Year 1 Stage 1 | | | | | |
| Compulsory Modules | | | | | |
| BENV3270 | UU327 | Safety in Construction | 4 | 15 | 1,2,3 |
| BENV3280 | UU328 | Personal Skills 1 – Communication and Research | 4 | 15 | 1,2 |
| BENV3350 | UU335 | Building Construction A | 4 | 15 | 1,2 |
| BENV5520 | UU552 | Refurbishment, Maintenance and Adaption | 4 | 15 | 1,2 |
| Year 2 Stage 1 | | | | | |
| Compulsory Modules | | | | | |
| BENV3240 | UU324 | Science and Materials | 4 | 15 | 1,2 |
| BENV3590 | UU359 | Analytical Methods | 4 | 15 | 1,2 |
| BENV3340 | UU334 | Construction Management | 4 | 15 | 1,2 |
| Optional Modules Students will select one of the following two optional modules: | | | | | |
| BENV5430 | UU543 | Management Applications | 4 | 15 | 1,2 |

| | | | | | |
|----------|-------|-------------------------|---|----|-----|
| BENV5510 | UU551 | Building Construction B | 4 | 15 | 1,2 |
|----------|-------|-------------------------|---|----|-----|

18 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.

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.

The 'Industrial Applications' module forms the basis of the work-based element of the programme and is based around the student's current employed position (or, where students are not in work, a work placement).

19 Support for Students and their Learning

- Induction programme
- Programme/module handbooks
- Library services <http://www.kent.ac.uk/library/>
- Student Support <http://www.kent.ac.uk/studentsupport/>
- Student Wellbeing www.kent.ac.uk/studentwellbeing/
- Centre for English and World Languages <http://www.kent.ac.uk/cewl/index.html>
- Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html>
- PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html>
- Academic Adviser system <https://www.kent.ac.uk/teaching/advisers/index.html>
- Kent Union www.kentunion.co.uk/
- Careers and Employability Services www.kent.ac.uk/ces/
- Counselling Service <https://www.kent.ac.uk/studentwellbeing/counselling/>
- Information Services (computing and library services) www.kent.ac.uk/is/
- Undergraduate student representation at School, Faculty and Institutional levels
- International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office <https://www.kent.ac.uk/global/partnerships/>
- Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html>

College-specific:

- Health and safety
- Learner support officer
- Moodle VLE
- Central support services at WKA College include counselling, education/career guidance, and welfare. The College also administers its own internal bursary accessible to all HE students experiencing financial hardship.
- 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

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methods will be made. Each module that involves a practical element will include a statement that outlines any disadvantages that cannot be catered for in order to assist students in planning their learning.

20 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 programme begins. There is no upper age limit.

20.1 Entry Route

For current information, please refer to the University prospectus

- 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.
- Mature applicants 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.

20.2 What does this programme have to offer?

- A wide range of learning and assessment experiences are provided, focusing upon student-centred, varied and industrially relevant methods of teaching.
- Emphasis is upon developing skills for future work and study roles.
- The department operates a small group teaching structure. Typical lessons will involve research-based activities, individual and group projects, practical applications and seminar presentations.
- Assessment will be mainly by 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.

20.3 Personal Profile

Applicants would be expected to be:

- Keen to pursue a career as a construction professional.
- Interested in developing a wide range of skills appropriate to the chosen discipline and to apply these to personal, work-related and problem solving situations.
- Willing to work as an effective and 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 the discipline.

21 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

21.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Student module evaluations
- Annual programme and module monitoring reports
<http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
- External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
- Periodic programme review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
- Annual staff appraisal
- Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html>
- QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>

College-specific:

- Observation system - The College operates a system using trained observers to visit a department for a week and carry out observations along OFSTED lines and standards. 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.
- Internal Verification - a rigorous IV system using a structured procedure to check and agree assessment plans; standards of all assessments; assessment decisions.
- External Verification - an External Adviser is appointed to each programme who will receive agendas and minutes of programme team meetings; be a member of any review panel; inspect samples of marked student work and submit an annual report to the University.

21.2 Committees with responsibility for monitoring and evaluating quality and standards

- Staff-Student Liaison Committee
- School Education Committee
- Faculty Education Committee
- Faculty Board
- Education Board
- Board of Examiners

College-specific:

- Examination Board meetings
- Annual programme review

21.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Student module evaluations
- Staff-Student Liaison Committee
- Student rep system (School, Faculty and Institutional level)
- Annual NSS

21.4 Staff Development priorities include:

- PGCHE requirements
- HEA (associate) fellowship membership
- Annual appraisals
- Institutional Level Staff Development Programme
- Academic Practice Provision (PGCHE, other development opportunities)
- Professional body membership and requirements
- Programme team meetings

- Research seminars
- Conferences
- Study leave
- Equality, Diversity and Inclusivity (EDI) awareness

22 Indicators of Quality and Standards

- Results of periodic programme review
- QAA Higher Education Review 2015
- Annual External Examiner reports
- Annual programme and module monitoring reports

22.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education <http://www.qaa.ac.uk/assuring-standards-and-quality>
- QAA Benchmarking statements for Business and Management; Architecture; Architectural Technology; Land, Construction, Real Estate and Surveying; Town and Country Planning; Earth Sciences, Environmental Sciences and Environmental Studies; Engineering (2015)
- School and Faculty plan
- University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/lta.html>
- Staff research activities
- Kent Inclusive Practices (<https://www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html>)

23 Inclusive Programme Design

The Collaborative Partner recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

Module Mapping: HNC Construction

| | Stage 1 | | | | Stage 2 | | | |
|-------------------------------------|-------------------------|-------------------|---|------------------------|-------------------------|--------------------|-----------------------|------------------------------------|
| | Building Construction A | Personal Skills 1 | Refurbishment, Maintenance and Adaption | Safety in Construction | Construction Management | Analytical Methods | Science and Materials | Building Construction B (Optional) |
| Knowledge and Understanding: | | | | | | | | |
| A1 | • | • | • | • | • | • | • | • |
| A2 | • | • | • | • | • | • | • | • |
| A3 | • | • | • | • | • | • | • | • |
| A4 | | | | • | • | | | • |
| A5 | • | | | • | | | | • |
| A6 | • | • | • | • | • | • | • | • |
| Intellectual Skills: | | | | | | | | |
| B1 | • | • | • | • | • | • | • | • |
| B2 | • | • | | | • | | | • |
| B3 | | • | • | | | • | | • |
| B4 | • | • | • | • | • | • | • | • |
| Subject-specific Skills: | | | | | | | | |
| C1 | • | • | • | • | • | • | • | • |
| C2 | • | | | | | | | |
| C3 | | | • | | • | | | • |
| C4 | • | • | • | • | | • | • | • |
| C5 | • | • | • | • | | • | • | • |
| C6 | • | • | • | • | | • | • | • |
| C7 | • | | • | • | | | • | • |
| C8 | • | | • | • | | | | • |
| C9 | • | | • | • | | | • | • |
| C10 | • | • | • | • | | • | • | • |
| Transferable Skills: | | | | | | | | |
| D1 | • | • | • | • | • | • | • | • |
| D2 | • | • | • | • | • | • | • | • |
| D3 | • | • | • | • | • | • | • | • |
| D4 | • | • | • | • | • | • | • | • |
| D5 | • | • | • | • | • | • | • | • |
| D6 | • | • | • | • | • | • | • | • |
| D7 | • | • | • | • | • | • | • | • |
| D8 | • | • | • | • | • | • | • | • |
| D9 | • | • | • | • | • | • | • | • |