EDUCATIONAL AIMS AND OBJECTIVES OF THE PROGRAMME

The general aim of the BSc Construction Engineering Degree is to provide graduates who can make an effective contribution in the workplace on graduation and who can develop further their chosen career. An optional work-based learning component is built into the programme to enhance the students’ prospects for employability and effectiveness in the workplace.

The BSc Construction Engineering Degree programme aims to:

- Provide an educational experience which will encourage the development of professional skills, judgement, attitudes and personal attributes which will be of benefit to the graduate in the construction industry, its associated professions and society in general.

- Instil an appropriate knowledge of the practices and processes involved in the development of a building project from inception to completion, including social, financial, technical and environmental factors.

- Provide students with a rigorous study of a broadly based programme of subjects related to the construction, alteration, maintenance, repair, provision, inspection and management of buildings.

- Expand the students’ communicative skills and intellectual powers.

- Establish a thorough understanding of the scientific, technological and economic principles of building, with particular reference to quality, safety and value for money.

- Enable the student to apply modern information technology to the construction process.

- Equip the student for a wide range of employment opportunities in construction at home and abroad.

The BSc Construction Engineering Degree programme will foster a professional mind set which is methodical, entrepreneurial, thorough and considerate in its assessment of life and work related situations to the intent that the safety, rights, needs and responsibilities of others are honoured. Students will be made aware of their responsibility to and for the environment hence encouraging a sense of community.
### MAIN LEARNING OUTCOMES
The programme provides opportunities for students to achieve and demonstrate the following learning.

#### 11K SUBJECT RELATED QUALITIES
The student demonstrates Knowledge and Understanding of:

| K1 | the key concepts, theories and principles used in building, including measurement, legal principles, economic theory and applied economics, design, construction, performance of buildings, resource management, and the application of management theories; |
| K2 | the context in which building operates, including legal, social, economic, health and safety, cultural, technological, physical, environmental and global influences. |
| K3 | the linkages and inter-relationships between the elements of the discipline of building and the relationships between the discipline and related disciplines operating in the built and natural environments; |
| K4 | specialist knowledge in applied science, materials, construction, engineering, financial management and business management, human-building interaction, land surveying, resource management and allocation; |
| K5 | the professions and industries allied to building, their operation and the linkages between them; |
| K6 | professional ethics, their impact on the operation of the professions and their influence on the society, communities and the stakeholders with whom they have contact. |
| K7 | construction related management practices. |

**Learning and Teaching Methods:**
Knowledge and understanding of the subject are acquired mainly through lectures, tutorials, directed reading, laboratories, case studies, seminars, and IT based resources.

**Assessment Methods:**
Assessment of the above is principally through formal closed book examinations, class tests and coursework assignments consisting of laboratory reports, essays, case studies, individual and group exercises, a major individual project and oral/poster presentations.

#### 11I INTELLECTUAL QUALITIES
The student is able to:

| I1 | critically evaluate arguments and evidence |
| I2 | solve routine and unfamiliar problems, including collecting, analysing and interpreting data, |
| I3 | self-manage and learn independently, such that they can analyse their own personal strengths and weaknesses and formulate strategies for improvement; |
| I4 | question standard practice, and apply professional judgement in making recommendations and solving problems for future best practice. |
| I5 | plan, conduct and report on a programme of vocational, practical or technical research. |

**Learning and Teaching Methods:**
These qualities are developed through exercise classes/tutorials, coursework assignments, individual and group studio work, simulation exercises and project.

**Assessment Methods:**
The above are assessed through formal examinations, class tests and more open-ended coursework assignments consisting of a range of problem simulation, poster and oral presentations/interviews and project dissertation.
PROFESSIONAL / PRACTICAL SKILLS

The student is able to:

P1 use manual and information technology techniques appropriate to the construction industry;
P2 use statistical concepts at an appropriate level, such that they can interpret, analyse and manipulate data;
P3 research for related literature and information.
P4 control the technical production of construction activities and components
P5 undertake experimental laboratory work using relevant test and measurement apparatus.
P6 follow and develop safe working practices; aware of the needs, roles, rights and responsibilities of others,
P7 apply appropriate construction project management techniques to specific problems

Learning and Teaching Methods:

Professional and practical skills are gained through coursework assignments including, laboratory work, computing, problem solving assignments and studio work (measurement) undertaken individually or in small groups and a substantial final year research project.

Assessment Methods:

Assessment of the above skills is by practical tests including laboratory reports, computer assignments and tests, and problem simulation, and project dissertation. Some aspects are also assessed by formal closed book examination.

TRANSFERABLE / KEY SKILLS

The student is able to:

T1 locate, extract and analyse data from multiple sources, including drawn information;
T2 use appropriate qualitative, quantitative and other techniques;
T3 communicate effectively such that they can 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;
T4 use communications and information technology effectively;
T5 effectively work with others within the context of a team;
T6 self-manage and learn independently such that they can analyse their own personal strengths and weaknesses and formulate strategies for improvement
T7 develop skills which allow life long learning
T8 interpret legal and other documents;
T9 manage time and resources
T10 appreciate their role in society

Learning and Teaching Methods:

Basic IT and communication skills are taught in Year 1. These and the other skills listed above are developed through coursework assignments including the preparation of reports, problem solving assignments/studio work undertaken individually or in small groups and a substantial final year research project.

Assessment Methods:

The above skills are assessed by reports on problem simulation, a major final year project and case study along with observation of management simulation exercises, oral and poster presentations.
# Module Outcome Map

**Please Note:** The matrix displays only the main measurable outcomes. There may be other outcomes detailed in the module descriptions (e.g., attitudes and behaviours) which are not assessed.

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ENTREPRENEURSHIP AWARENESS LEARNING OUTCOMES

The programme provides opportunities for students to achieve and demonstrate the following learning.

SUBJECT RELATED QUALITIES

The student demonstrates Knowledge and Understanding of:

EK1 Entrepreneurship, the entrepreneur and the entrepreneurial process.

EK2 The central role of creativity and innovation in entrepreneurship and the challenges of protecting new ideas.

EK3 The steps required to research the potential for a new venture opportunity or innovation.

EK4 The key resources, including finance, available for new venture creation.

EK5 The components of a business/project plan and aspects of the planning process.

Learning and Teaching Methods:

Knowledge and understanding of the subject are acquired mainly through lectures, tutorials, directed reading, and IT based resources.

Assessment Methods:

Assessment of the above is principally by coursework assignments and computer-aided assessments.

MODULE OUTCOME MAP

Please Note: The matrix displays only the main measurable outcomes. There may be other outcomes detailed in the module description (e.g., attitudes and behaviours) which are not assessed.

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12 PROGRAMME STRUCTURE AND REQUIREMENTS FOR THE AWARD

- The BSc degree with Diploma in Industrial Studies is a thick sandwich programme of 4 years duration. Years 1, 2 & 4 each are comprised of modules totaling 120 credit points studied over 2 semesters. Year 3 is spent in supervised industrial placement.
- The BSc degree is a three-year full-time programme. It is identical in academic content to the sandwich programme, but without the supervised work experience element.

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<td>C</td>
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<tr>
<td><strong>Year 3 Sandwich mode only (option).</strong></td>
<td></td>
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<tr>
<td>BLD322J4 DIS Supervised Work Experience</td>
<td>2</td>
<td>60.00</td>
<td>C</td>
<td>DIS on award of degree</td>
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<tr>
<td><strong>Year 4 Sandwich mode, Year 3 Full-time mode.</strong></td>
<td></td>
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<td>ECO543J1 Financial Management &amp; Economics</td>
<td>3</td>
<td>20.00</td>
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<td>BLD326J4 Integrated Case Studies</td>
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<td>BLD331J4 Industrial Project &amp; Report</td>
<td>2</td>
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<td>C</td>
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<td>BLD329J2 Construction Project Administration</td>
<td>3</td>
<td>20.00</td>
<td>C</td>
<td></td>
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<tr>
<td>BLD501J2 Building Performance &amp; Regulation</td>
<td>3</td>
<td>20.00</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>SUR511J2 Building Project Management</td>
<td>3</td>
<td>20.00</td>
<td>O</td>
<td>BSc Construction Engineering</td>
</tr>
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</table>
13 SUPPORT FOR STUDENTS AND THEIR LEARNING

Students and their learning are supported in a number of ways:

- A comprehensive induction for new students regardless of entry level.
- Programme handbook and module booklets.
- Access for students to the Course Director and academic staff.
- Student representation on the course committee.
- Opportunity to address general programme concerns through the student/staff consultative committee.
- Personal studies advisors allocated to each student.
- Opportunity for feedback on academic progress at the end of each semester.
- Guidance and information on safety-related matters.
- Facilities and assistance offered by the Learning Resources Centre (Library) and computer services (ISD).
- Student e-mail accounts and full access to the Internet.
- Intranet with a wide range of software, tutorials and information resources (VIBEL – Virtual Built Environment Library).
- Preparation for placement and help in finding placement opportunities.
- Academic staff visit students on placement.
- Department of Student Affairs provides services in the fields of accommodation, health, counselling & guidance, careers, childcare, finance & special needs.
- The Careers Service, in conjunction with programme teams, provides careers advice and the preparation for Industrial Placement.
- University has protocols for assessment of students with disabilities.
- Student membership and participation in Professional bodies is encouraged.
- Students Union, in conjunction with the International Office, runs an orientation course for overseas students.

14 CRITERIA FOR ADMISSION TO THE PROGRAMME

Applicants must satisfy the University's general entry requirements.

14.1 Published entry requirements for admission to the sandwich and full-time modes are detailed below:

Grade C or above in GCSE Mathematics or equivalent and one from Physics, Chemistry, Technology or Computing.

'A' Level'

A minimum of 200 UCAS Tariff Points to include grades DD (to include one from GCE Mathematics, Physics, Technology, chemistry, Computing, Business Studies, Accounting, Geography, ICT Construction Studies and Engineering). Grades DD in VCE Double Award Business, Construction and Built Environment, ICT, Engineering or Science.

Irish Leaving Certificate

BCCCC (315-365) to include Mathematics and one from Physics, Physics/Chemistry, Chemistry, Technology or Computing (one of which is acceptable at Ordinary level).

BTEC National Diploma

One Distinction and remainder Merits to include Mathematics or Mechanics at Level N111, in Construction and Built Environment or Building or Civil Engineering.

Higher National Diploma

60% in all final year modules for Year 2 entry, in Construction and Built Environment or Building or Civil Engineering.
The following mechanisms are used:

**Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:***
- Formal student feedback is sought on the content and delivery of each module via the staff-student consultation committee, a free response method or a module forum.
- Upon completion the module team reviews each module. Statistical information, student feedback, content, delivery, assessment methods, resources and proposed enhancements are considered.
- Periodic validation involving external industrial and academic panel.
- Annual Subject Monitoring, including views of External Examiner and module evaluation.
- Staff teaching performance is monitored annually through student questionnaires. In addition, staff members participate in peer observation of their teaching.
- Staff appraisal is carried out on a 2 year cycle with attention given to the development needs of the individual staff member.

**Committees with responsibilities for monitoring and evaluating quality:**
- Regular student-staff consultative meetings provide the means of highlighting any difficulties, relating to the programme, experienced by the cohort.
- Course Committees.
- Board of Examiners.
- School Board.
- At Faculty and University levels there are active Teaching and Learning, and Quality Assurance and Enhancement (QAEC) Committees responsible for co-ordinating and monitoring developments and initiatives relating to innovative methods for delivery, technology mediated learning, as well as general resource issues. In addition, QAEC is responsible for regulating Faculty codes of practice relating to programme management and delivery.

**Mechanisms for gaining student feedback on the quality of their learning experience:**
- Student-Staff Consultative Committee
- Students are given opportunity to be represented at course committee, School and Faculty Board meetings
- Module evaluation questionnaires/module forum/module free response
- Placement reports

**Staff development includes:**
- Updating in the subject through research and scholarship
- The University has an active Staff Development Unit providing specific training/development for staff. Specifically, all new staff members (opportunity is also provided for existing staff) have to pursue a formal teaching qualification (Postgraduate Certificate) and are encouraged to apply for membership of the HEA.
- Regular staff teaching and learning seminars
- Consultancy.
16 REGULATION OF STANDARDS

Assessment rules.

General programme regulations are in accordance with the current University of Ulster “Charter, Statutes, Ordinances and Regulations” and updated annually in the Student Handbook for the programme.

In modules that are assessed by either coursework or written examination, the pass mark is 40%. In modules that are assessed by a combination of coursework and written examination, the pass mark for each assessment element is 40%.

The pass mark for the award of the Diploma in Industrial Studies placement year is 50%.

Classification Of Final Result

Four level three modules and two level two modules in final year contribute to the final classification.

The following percentages are used as a basis for determining a candidate’s overall classification:

- **Pass with commendation**: At least 60% provided 60% has been achieved in modules that constitute at least 50% of the credit points for the award.
- **Pass**: At least 40%

Award of Diploma in Industrial Studies

The following are the minimum percentages used in determining the overall gradings of candidates.

- **DIS**
  - **Pass with Commendation**: At least 70%
  - **Pass**: At least 50% and less than 70%

External Examination

One External Examiner is appointed for the programme. His/her term of office is normally 4 years. The role of the External Examiner is to moderate and approve examination papers and other forms of assessment, ensure that academic standards are maintained and that individual students are treated fairly. The External Examiner is required to submit a report on the standard of the programme, assessment and student performance, comparability of these standards with those of similar programmes, and the administration of the assessment schemes and processes. Detailed duties are as specified in the current University of Ulster “Handbook for External Examiners”.
17. INDICATORS OF QUALITY RELATING TO LEARNING AND TEACHING

- Teaching staff, within the faculty are encouraged to become accredited members of the Higher Education Academy. New academic members of staff are required to undertake the Postgraduate Certificate in University Teaching (PGCHEP). A number of existing staff members have attained this award and additional staff members are in the process of gaining the award.
- As well as teaching, most staff are actively engaged in research that informs their teaching. In addition, most have substantial industrial experience prior to joining the University. A significant number are full members of appropriate professional bodies (e.g. CIOB, RICS, ICE, IEI.).
- In 1998 the HEFCE/Quality Assurance Agency awarded a score of 21.
- In the 2002 Research Assessment Exercise staff teaching on the programme contributed to Unit 33 “Built Environment” gaining a score of 5.
- Students opting for placement normally obtain a suitable one-year industrial placement for their DIS year either locally or internationally.
- Graduates from the programmes have substantially better employment prospects than those from other subject disciplines. Most will have paid employment within industry within 3 months of graduation.
- Annual Subject Monitoring.
- Periodic Subject Validation
- The School maintains close links with CEBE (the LTSN Centre for Education in the Built Environment) and with LTSN Engineering (now incorporated into the HEA)