



HNC PROGRAMME SPECIFICATION

Construction

Awarding Institution:	Pearson (BTEC)	
Teaching Institution:	University Campus Barnsley	
Institution Code:	B13	
Programme Title:	HNC Construction and the Built Environment	UCAS Code
Curriculum Area:	Construction	
Final Award:	Higher National Certificate	
Interim Award:	N/A	
Exit or Fallback award(s)	N/A	
Other internal and external reference points	<p>QAA Academic Infrastructure, including the Framework for Higher Education Qualifications and the Code of Practice</p> <p>UK Quality Code for Higher Education</p> <p>Pearson awards framework</p>	
Mode of study and normal period of study	Part time learning (24 months)	

Admissions Criteria

Candidates must be able to satisfy the general admission requirements of Barnsley College, and the specific requirements for the course are:

- 32 UCAS Tariff Points – from at least two GCE A level with supporting GCSE grades A*- C in appropriate English, Maths & Science or technology subjects.
- BTEC National Level 3 Subsidiary Diploma plus NVQ Level 3 trade qualifications with supporting GCSE grades A*- C in appropriate English, Maths & Science or technology subjects.
- BTEC National Level 3 Diploma in Construction and the Built Environment with supporting GCSE grades A*-C in appropriate English, Maths & Science or technology subjects.
- NVQ Site Supervision or Site Technical Operations with supporting GCSE grades A*-C in appropriate English, Maths & Science or technology subjects.

Mature entrants with previous construction experience may be recognised through Accreditation of Prior Learning (APL)

Applicants from people of any age are welcome who might not meet the standard entry criteria, but we would expect evidence of continuing academic and/or professional development and a capacity to pursue the course successfully.

You must have a good level of English proficiency so that you can follow your chosen course. If your first language is not English you will be required to take an English language test in accordance with UKVI requirements. A minimum individual English Language Testing System (IELTS) score of 5.5 or equivalent is required for entry onto the HNC programme.

Programme Overview

The Pearson BTEC Level 4 HNC in Construction and the Built Environment was established at Barnsley College in 2013 and provides a specialist work-related programme of study that covers the key knowledge, understanding and practical skills required in the construction sector and also offers particular specialist emphasis through the choice of specialised units.

This Higher National Certificate provides a nationally recognised qualification offering career progression development for those already employed in the construction industry and opportunities to secure employment for those who are not.

A progression route is further available for learners who wish to progress to undergraduate study upon completion of their HNC.

The HNC in Construction and the Built Environment programme works in close partnership with local and regional contractors. The close working relationship has developed into structured planned visits and students are often given opportunities for employment within the industry. The programme is recognised by professional bodies which enables learners to become student members of these institutions.

The programme is intended for those students who wish to pursue a career in higher professional / technician level. The variety of disciplines covered allows learners to explore different specialist areas and identify a career that best matches their individual strengths and aspirations.

The College has excellent well-developed working relationships with a wide range of employers such as Henry Boot, Wilmott Dixon and Keepmoat etc.

Industry experienced tutors, ensure the course is kept up to date and closely aligned to the needs of industry. The course content is delivered by highly qualified tutors, all from industry and experienced in a variety of construction disciplines to create a strong climate of student support.

The HNC programme is studied on a part-time basis and full time basis. Regarding part time study, attendance is one day a week (09:00 to 18:00) for two years and full time study, attendance is two days a week for the same number of learning hours.

Aims of the Programme

The aims of this HNC Construction and the Built Environment are:

- To prepare learners for a range of technical, professional and management careers in construction and the built environment by providing specialised studies which are directly related to individual occupations and professions learners are currently working in or in which they intend to seek employment.
- To enable learners to make an immediate contribution in employment in the construction and built environment sector.

- To provide learners with flexible, knowledge, understanding skills and motivation as a basis for progression to graduate studies.
- To develop a range of skills and techniques, personal qualities and attitudes essential for successful completion in working life
- To provide further study, career development and progression from a Technical Certificate at Level 3 within or following an advanced apprenticeship.
- To provide as significant education base for progression to membership of professional bodies in construction, building services and civil engineering.

Post Programme Opportunities

It has long been recognised by the course team that strong employer links are integral to the success of the HNC Construction and Built Environment and the overall student experience. To ensure the programme accurately fulfils the needs of local industry and provides our students with industry experience and support the following links and partnerships have been cultivated with industry professional

- Henry Boot PLC
- BAM
- Willmott Dixon
- J.F. Finnigans
- Keepmoat
- Bernslai Homes

A programme of site visits and visiting speakers from a variety areas, centred on practitioners from the construction industry. This promotes a contemporary and relevant approach and will afford an opportunity to consider future developments within the built environment. Successful students have the opportunity to progress to employment with both public and private sectors in areas such as construction management, quantity surveying building surveying, facilities management and architectural technology.

Students studying the part-time route are predominantly already employed in the construction sector and are up-skilling their promotion prospects.

Students wishing to continue their academic studies have the option to progress to study for a BSc (Honours) Degree in Construction and Project Management at Barnsley College.

Learning Outcomes

Knowledge and Understanding

On successful completion of the following the learner will have acquired the following typical standards (QAA Subject Benchmarking Statements are shown with the requisite number).

7.6 (2) be able to describe and examine a range of key concepts, principles and theoretical approaches and evaluate their effective application in the construction industry;

7.6 (3) analyse the relative importance of relevant construction issues and their future applications;

7.6 (4) analyse the relative importance of relevant issues and their future applications;

7.6 (5) select and evaluate ICT applications appropriate to the relative construction discipline and carry out particular tasks for that discipline;

7.6 (6) analyse working relationships and interactions and evaluate their own strengths and weaknesses within a professional context;

Subject-specific skills

On successful completion of the following the learner will have acquired the following typical standards (QAA Subject Benchmarking Statements are shown with the requisite number).

7.9 (2) analyse strategies and assess environmental sustainability;

7.9 (4) identify and agree project requirements and co-ordinate the project development process;

7.9 (5) investigate and assess factors affecting potential developments;

7.9 (6) assess the financial and cost factors affecting development projects;

7.9 (7) develop, prepare and agree project designs and communication;

7.9 (8) implement procurement and installation processes;

7.9 (9) plan construction and installation operations;

7.9 (10) control work and manage project completion;

7.9 (15) investigate questions and problems of non-routine and unfamiliar nature and devise solutions for specific construction problems;

7.9 (16) manage teams and develop good working relationships and professional practice;

Generic Skills

On successful completion of the following the learner will have acquired the following typical standards (QAA Subject Benchmarking Statements are shown with the requisite number). 7

7.12 (1) evaluate the appropriateness of various methods of knowledge acquisition and select appropriate research methods;

7.12 (2) evaluate a range of sources, including current research, draw on evidence to reflect and evaluate competing explanations to draw appropriate conclusions;

7.12 (3) select and evaluate strategies to encourage and improve leadership, interpersonal relations, group dynamics and self-development;

7.12 (5) select and use effectively a range of appropriate means of communication including information technology;

7.12 (6) make judgements of a non-routine nature in unfamiliar situations.

Programme Structure

The structure and content of this HNC programme are now well established and are reviewed annually. Any changes proposed reflect current industry requirements, external moderation, recommendations and feedback from student panel / course committee meetings.

Course Structures and Requirements, Level, Modules, Credit and Awards.

The programme is delivered over a duration of two academic years for part time students.

On satisfactory completion of the course, students will be eligible for the award of HNC Construction and the Built Environment.

In order to be awarded a HNC Construction and the Built Environment a total of 120 credits must be achieved through satisfactory completion of all Level 4 units.

The student will gain a ‘Pass,’ ‘Merit,’ or ‘Distinction,’ for each unit with a similar overall grade for the qualification.

Unit Code	Level	Unit No.	Unit Title	Unit Credits
R/615/1387	4	1	Individual Project (Pearson-set) <i>(Core)</i>	15
Y/615/1388	4	2	Construction Technology <i>(Core)</i>	15
D/615/1389	4	3	Science & Materials <i>(Core)</i>	15
R/615/1390	4	4	Construction Practice & Management <i>(Core)</i>	15
Y/615/1391	4	5	Legal & Statutory Responsibilities in Construction <i>(Specialist)</i>	15
D/615/1392	4	6	Construction Information (Drawing, Detailing, Specification) <i>(Specialist)</i>	15
Two optional units from the following:				
A/615/1397	4	11	Measurement & Estimating <i>(Optional)</i>	15
Y/615/1407	4	21	Site Supervision & Operations <i>(Optional)</i>	15
TOTAL CREDIT				120

Learning and Teaching Strategies

Emphasis is placed throughout the course on a holistic, integrative approach. Throughout, students are informed that they should make connections between different area of knowledge, thus implementing the overall philosophy of the course, namely Construction and the Built Environment.

Underpinning the course is a framework of opportunities to develop a high level of interpersonal skills which are essential with regard to employability. The course offers strong opportunities to develop research and communication skills through independent learning and in particular the utilisation of IT and electronic information sources.

Throughout the course, the approach to Construction and the Built Environment within this course will be broad based, encompassing a wide diversity of skills. 10

A broad programme of lectures and optional visits has been devised, including visiting speakers from a variety of areas, centred on practitioners from the construction industry. This will promote contemporary and relevant approach and will afford an opportunity to consider future development within the built environment.

The course has been structured in a way as to:

- Provide an intellectually rigorous programme of study
- Provide support for those wishing to pursue a career in an area related to the course

- Provide a thematic and increasingly challenging progression between levels.
- Provide a variety of progression routes upon achievement of target award.

Assessment Strategy

Learners must achieve a minimum of 120 credits on their programme of learning to be awarded an Edexcel BTEC Level 4 HNC. The assessment of Edexcel BTEC Higher National qualification is criterion-referenced and centres are required to assess learner's evidence against learning outcomes and assessment criteria. All units will be individually graded as 'pass,' 'merit,' or 'distinction.' To achieve a pass grade for the unit, learners must meet the assessment criteria set out in the specifications. This gives transparency on the assessment process and provides for the national establishment of national standards for each qualification.

Assessments strategies include; production of professional reports, individual and peer presentations, portfolio building, practical surveys, experiments, or end of module in-class times assessments.

The virtual learning environment (VLE) Moodle is utilised to considerable effect in providing additional support and in the form of forums and tutorials.

The assessment process is underpinned by a detailed indicative assessment profile included in each module. The assessment details include the learning outcomes, which are cross-referenced with each assessment item. The assessment criteria is specified alongside its associated learning outcome.

Formative assessment offers the students the opportunity to discuss ongoing progress with each on-going assessment. Formative, written and verbal feedback provides clear written actions for improvement. Summative assessment strategies are outlined within the individual assessment briefs.

How we evaluate and improve standards of learning

At the end of each module an evaluation questionnaire is completed by all students. These are analysed and discussed during a course committee meetings. In addition student panel meetings are held during each semester. These meetings are facilitated by student services and the results are fed back to the course committee meetings which include representatives from the student cohorts.

Complaints & Appeals Procedure

The college has an **appeals procedure** that must be followed by both staff and students.

Information is available from the STUDENT SERVICES office.

Whenever a student feels aggrieved that assessment is not accurate, or that there has been an administrative error or that assessment is not fair, or other matters of grievance, then proceed as follows:

1. Raise the issue with the tutor concerned as soon as possible (delays create difficulties, as evidence and memory become less reliable).
2. Try to resolve the matter informally with the person concerned.
3. Inform the course leader verbally, stating the grievance, and providing full details.
4. If not satisfied, inform the course leader in writing that you wish to appeal. All complaints in writing will be dealt with through UCB complaints procedure. You will receive a reply promptly (not necessarily a resolution) within ten days.
5. The curriculum manager, or head of department, or other managers, will review your case, and if appropriate arrange for you to present your views.
6. The manager of the appeal will provide a decision within a few days.
7. If you are still dissatisfied you can appeal to BTEC EDEXCEL (see their website).

Note:

The appeals procedure is time consuming and should not be entered into unless you have a good case. You should read through the assessment criteria and the assessment guidelines before entering into the appeals procedure. On appeal work may be re-graded up or down.

Support for your learning

Barnsley College provides a range of central facilities to support students and course tutors refer students as appropriate. The main facilities are as follows:

- Learning Centre (library and computing facilities) provides induction and ongoing support for all students;
- A network of learning support units that are open to all students;
- Student Services provides specialist advice in the area of careers, pastoral care and chaplaincy, day care nursery, counselling, accommodation and welfare, financial support, disability support and support for overseas students.

Continuing Professional Development (CPD)

Continuing Professional Development (CPD) is an important aspect of lifelong learning for the constructional professional. The Professional Studies section annually offers a wide range of CPD seminars to enable members of professional bodies to meet with CPD requirements and to support their the students in their studies.

Special Education Needs and Disability (SENDA)

Barnsley College is firmly committed to providing the widest possible access and to removing barriers to those with disabilities and / or learning difficulties while ensuring that confidentiality is maintained. A formal process is in place to undertake an assessment of the student's needs and students are strongly encouraged to disclose and these are well publicised in a range of material provided to all students by the Student Support System. Following disclosure, staff will make every effort to provide reasonable adjustments to ensure that students are not placed in at a substantial disadvantage in comparison with persons that are not disabled. Where a student does not disclose and where Barnsley College might not reasonably be expected to know about a student's disability and / or learning difficulty, Barnsley College might not make adjustments which it would otherwise have made.

Students are encouraged to contact the Student Support Service at least six weeks before an examination or other assessment to discuss what arrangements might be made to try to ensure they are not placed at substantial disadvantage in comparison with people who are not disabled.

Course Level Support

- Student handbook
- Specialist PC and CAD facilities
- Virtual learning environment through University and College
- Construction Information Service
- Learning Resource Centre
- Pastoral Support

Equal Opportunities

In admitting students and in teaching and assessing them, the course operates in conformity with the Universal and School of Art, Design and Architecture's policies on equal opportunities.

Equality and Diversity Act 2010

In admitting students, and in teaching and assessing them, the course operates in conformity with Precept 8 of the QAA Code of Practice for Disabled Students in line with the Equality Act (2010).

The Role of the Personnel Tutor

The Personnel Tutor will ensure that students are able to access support on programme and will provide information, advice and guidance to students on HE programmes. Module tutors will:

- Provide a personal contact for the student within the institution
- Act as a liaison between the student and course leaders to seek any improvements required.
- Offer guidance, assistance and support in helping to manage the student's academic experience.
- Prevent and reduce the risk of significant harm to vulnerable adults from abuse of other types of exploitation, while supporting individuals in maintaining control over their lives and in making informed choices about coercion.
- Recognise when the problems presented are beyond the tutor's competence and control and seek guidance and support for the students through the appropriate institutional referral processes.
- Work with students to review and reflect upon their own progress and if necessary on ways to improve it.
- Take part in supportive training events

Course Leader Role

Has appropriate liaison with Professional Practice department manager and external examiner.

Module Leader

Responsible for the effective delivery and management of individual modules