Programme Specification

With effect from: September 2024

A programme specification is the definitive record of your programme of study at the University. It sets out the aims, learning outcomes, and indicative content of the programme. You should read this programme specification alongside the relevant module descriptors and the University's Taught Programme Academic Regulations.

This specification only applies to the delivery of the programme indicated below. The details in this specification are subject to change through the modifications or periodic review processes.

1 Programme name and award

This programme specification relates to the following award(s)
BSc (Hons) Construction Project Management

2 Aims of the programme

Rationale and general aims, including what is special about this programme
Construction Project Managers are professionals who oversee and manage construction projects, ensuring their successful completion within budget, on schedule, and to the highest quality standards. As professionals responsible for management of the sequences of construction, they are accountable for coordinating various stakeholders, managing resources, and ensuring the safety and well-being of workers and the communities affected by the construction activities. They play a crucial role in shaping the built environment and have a significant impact on society. Construction Project Managers (CPMs) are professionals in the field of construction who play a vital role in managing and overseeing construction projects from start to finish. They are responsible for ensuring that projects are completed on time, within budget, and to the highest quality standards. CPMs also have a crucial role in ensuring the safety and well-being of workers and the surrounding community.

The BSc (Hons) Construction Project Management programme at Leeds Trinity University is specifically designed to equip graduates with the necessary knowledge and skills to excel in this field. The programme aims to provide students with a comprehensive understanding of construction project management principles and practices, as well as the ethical considerations that are essential in the industry.

The programme is designed to give students the mandatory and technical core skills, competencies, and professional ethics of construction project management practice.

The BSc (Hons) Construction Project Management programme at Leeds Trinity University aims to:

1. Develop a comprehensive understanding of the fundamental principles and practices of construction project management.

2. Engage students with theoretical approaches used in the study of design management, project planning, scheduling, risk management and control.

3. Develop students' skills, confidence and competence in utilising project management software for scheduling, management of resources and effective project planning and control of construction projects.

4. To foster critical thinking and problem-solving skills in relation to construction management challenges.

5. Promote critical thinking and the ability to evaluate and interpret complex contracts, legal frameworks, and industry standards to ensure compliance and mitigate disputes.

6. Develop study skills and enthusiasm for collaborative work in multidisciplinary teams to successfully deliver projects within time, cost, quality, and safety standards.

7. Instill lifelong skills and experience in adhering to high ethical and professional codes of conduct and personal development within the field of construction project management.

Leeds Trinity University's BSc (Hons) Construction Project Management programme stands out due to its focus on employability, social justice, and strong industry connections. The programme aims to enhance students' employability by providing them with practical industrial experience and case studies developed in collaboration with top employers. This hands-on approach equips students with skills and knowledge directly applicable to construction project management practice, making them highly desirable to employers upon graduation.

In addition, the programme places a strong emphasis on social justice, recognising the importance of considering diverse user needs and promoting inclusivity in construction projects. Students will gain a deep understanding of the social and ethical implications of construction projects, enabling them to contribute to creating a more just and equitable society.

In maintaining a close liaison with industry, the programme ensures it remains up-to-date with the latest trends and practices in construction project management. Students benefit from relevant and practical knowledge, networking opportunities,

and industry placements, including hands-on practical experience of project planners who come in as invited guest speakers. These connections allow students to build valuable connections and gain real-world experience.

Graduates of the BSc (Hons) Construction Project Management programme have a wide range of career opportunities in construction companies, consultancy firms, public sector organisations, real estate and property development companies, as well as infrastructure and utilities companies. They are well-prepared to successfully manage construction projects, ensuring timely completion, cost-effectiveness, and adherence to quality and safety standards.

Furthermore, the programme provides a pathway for further studies, including MSc and PhDs in Construction Project Management, enabling graduates to continue their professional development and pursue advanced roles in the industry.

3 Level Learning Outcomes and Attributes and Skills

Learning outcomes are expressed in terms of:

- Knowledge and understanding (K)
- Intellectual / cognitive / 'thinking' skills (I)
- Practical skills specific to the subject (P)
- Enterprise, Entrepreneurship skills (EE)
- Attributes and Skills (AS)

We design assessment tasks to enable you to demonstrate the Level Learning Outcomes and relevant Employability Outcomes for your level of study. To a greater or lesser extent, all Level Learning Outcomes at each level of your study are embedded in the assessment task(s) at that level. This means we can take a more integrated view of your overall performance at a level.

To progress to the next level, or to receive an award, you will need to satisfy the Level Learning Outcomes below and relevant Attributes and Skills Outcomes (UG) or Employability Outcomes (PG) and achieve credit as per the Taught Programme Academic Regulations.

Level Learning Outcomes	
Level 4: Knowledge & understanding (K)	
K1	**Project planning & scheduling**: Demonstrate a comprehensive understanding of the fundamental principles and concepts of construction project management, including project planning, scheduling, budgeting, and risk management.
K2	**Application of knowledge**: Apply theoretical knowledge of construction project management principles to analyse and solve problems such as identifying potential risks, developing effective project plans, and ensuring compliance with regulations and standards.
K3	**Integration of knowledge**: Integrate knowledge from various disciplines, and develop holistic solutions for construction project management challenges, considering technical, economic, and environmental factors.

K4	**Evaluation of Knowledge** Evaluate the relevance and reliability of information sources in the construction management project field, critically analysing research findings, industry practices, and emerging trends to inform decision-making and problem-solving.
Intellectual/cognitive/'thinking' skills(I)	
I1	**Evaluation and critique**: Analyse complex construction project management issues, and synthesizing information from multiple sources to develop effective project strategies and solutions.
I2	**Problem-solving and decision-making**: Apply advanced problem-solving techniques to address complex construction project management challenges, considering multiple perspectives, risks, and constraints.
I3	**Research and information literacy:** Conduct independent research using information from various sources, and critically evaluate the credibility and reliability of sourced data to support decision-making and problem-solving in construction project management.
P1	**Project planning and management**: Demonstrate practical skills in project planning and management, including developing project schedules, allocating resources, managing budgets, and coordinating stakeholders to ensure successful project delivery.
P2	**Digital communication**: Communicate effectively and collaborate with diverse stakeholders, including clients, contractors, and team members, using appropriate verbal, written, and digital communication methods.
P3	**Adaptability and flexibility:** Adapt to changing circumstances and unexpected challenges, demonstrating flexibility in problem-solving, decision-making, and project management.
EE1	**Communication and Collaboration**: Demonstrate ability to communicate effectively and collaborate with diverse stakeholders, including clients, contractors, and team members, using appropriate verbal, written, and digital communication methods.
EE2	**Professional ethics and integrity**: Demonstrate **ethical behaviour and professional integrity** by adhering to industry codes of conduct and promoting fairness, transparency, and accountability in construction project management practice.
EE3	**Demonstrate leadership** in the construction project management profession, promoting ethical practices, advocating for industry standards and best practices, and contributing to the professional development of others through mentorship and knowledge sharing.
Level 5	
K1	Advanced knowledge of project management principles: Demonstrate an advanced understanding of complex theories, concepts, and principles in construction project management.
K2	**Critical analysis and evaluation**: Critically analyse and evaluate construction management theories, and industry practices, identifying strengths, weaknesses, and proposing innovative solutions.
K3	**Emerging trends and technologies:** Show awareness of emerging trends, technologies, and best practices in construction management, demonstrating a deep understanding of their potential impact on the industry.

K4	**Global perspective**: Develop a global perspective on construction management, understanding the cultural, economic, and environmental factors that influence construction projects and strategies in different regions of the world.
I1	**Complex problem solving:** Analyse complex construction management issues, breaking them down into their constituent parts, and synthesising information from multiple sources to develop innovative solutions and strategies.
I2	**Critical thinking analysis**: Evaluate the effectiveness of processes and practices, critically assessing their strengths, weaknesses, and potential improvements based on evidence and best practices in construction project management.
I3	**Research and inquiry:** Conduct independent research and inquiry in construction project management, formulating research questions
I4	**Systems thinking:** Apply advanced problem-solving techniques and decision-making models to address complex construction management challenges, considering multiple perspectives, risks, and constraints.
P1	**Leadership and team management**: Demonstrate effective leadership and team management skills in construction projects, motivating and guiding team members, resolving conflicts, and fostering a collaborative and productive work environment.
P2	**Communication and negotiation**: Use advanced software tools and technologies to communicate and negotiate effectively with diverse stakeholders to achieve project objectives.
P3	**Innovation and creativity:** Apply **innovative and creative thinking** to develop new approaches, methods, and technologies contributing to the advancement of construction project management.
P4	**Professional development & employability:** Engage in continuous professional development, staying updated with industry trends, and actively seeking opportunities to enhance employability and career progression.
EE1	**Leadership in managing teams**: Demonstrable leadership in managing teams effectively, fostering a positive work environment, delegating tasks, and motivating team members to achieve project goals.
EE2	**Critical thinking skills:** Apply critical thinking skills to analyse complex construction management issues, identify innovative solutions, and propose improvements to existing practices and processes.
EE3	**Global ethics & social justice:** Demonstrable understanding of the global, ethical, cultural and social justice aspects of construction project management practice.
Level 6	
K1	**Specialist areas of project management**: Demonstrate an advanced and critical understanding of theoretical frameworks, and emerging trends, applying them to complex and specialised areas of the field of project management.

K2	**Interdisciplinary integration**: Integrate knowledge and concepts from various disciplines to develop innovative and sustainable solutions to complex construction project management challenges.
K3	**Legal and regulatory compliance**: Demonstrate an in-depth understanding of legal and regulatory frameworks in contract law, health and safety regulations ensuring compliance and mitigating legal risks in construction project management practice.
K4	**Strategic management**: Apply strategic management principles and practices considering long-term objectives, market dynamics, and stakeholder expectations, and developing strategies to achieve sustainable competitive advantage.
I1	**Critical analysis and synthesis** Critically analyse and synthesize complex and diverse information from industry reports, and case studies, to develop innovative and evidence-based solutions to construction project management challenges.
I2	**Reflective practice:** Engage in reflective practice to critically evaluate one's own knowledge, skills, and professional practice in construction management identifying areas for improvement.
I3	**Demonstrate research leadership** in construction project management, designing and conducting original research studies, contributing to the field's knowledge base
I4	**Ethical decision making**: Apply ethical principles and frameworks to complex ethical dilemmas in construction management, making informed and ethical decisions that consider the interests of stakeholders, societal impact, and long-term sustainability.
P1	**Strategic planning and execution:** Demonstrate advanced skills in strategic project planning and management, project schedules, allocating resources, managing budgets, and coordinating stakeholders to ensure successful project delivery.
P2	**Risk management:** Identify, assess, and mitigate risks associated with construction projects, utilising appropriate risk management techniques and strategies to minimise potential negative impacts.
P3	**Strategic business development**: Identify and pursue **entrepreneurial opportunities** in the construction industry, demonstrating innovative thinking, business acumen, and the ability to develop and implement business strategies for sustainable growth and success.
EE1	**Strategic thinking:** Demonstrate strategic thinking skills accounting for long-term goals, market trends, and financial viability when making decisions and developing project management strategies.
EE2	**Maintaining Clients' Interests:** Build and maintain strong relationships with clients, understanding their needs and expectations, and delivering construction projects that meet or exceed their requirements

EE3	**Entrepreneurship development:** Identify and pursue entrepreneurial opportunities demonstrating creativity, innovation, and a proactive approach to problem-solving and business development.

Attributes and Skills (AS)**	
AS1	**Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient.
AS 2	**Team-working** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others.
AS 3	**Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability.
AS 4	**Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources.
AS 5	**Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes.
AS 6	**Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget.
AS 7	**Application of information technology** – the ability to identify and use the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.
AS 8	**Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities.
AS 9	**Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

4 External Benchmarks

Statement of congruence with the relevant external benchmarks
All Leeds Trinity University programmes are congruent with the Frameworks for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) (formerly National Qualification and Credit Framework (NQF)). The BSc (Hons) Construction Project Management programme is also congruent with the requirements of QAA 2470 (November 2019); and recently the Subject Benchmark Statement: Land Construction and Real Estate and Surveying (qaa.ac.uk version released for consultation, October 2023) and Higher Education Credit Framework for England (FHEQ), QAA UK Quality Code for Higher Education, Part A: Setting and Maintaining Academic Standards – The Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies, October 2014; Qualification Frameworks 2023 Subject Benchmark Statement – Land Construction Real Estate and Surveying (qaa.ac.uk) and Seec (2021) Credit Level Descriptors for Higher Education, available at www.seec.org.uk and LTU's 2021-26 Corporate Strategy. In addition, the programme is designed using competencies set out by the CIOB Educational Framework for Undergraduate' Degree Programmes which stipulate the training requirements for Construction and Built Environment professional qualifications for the Chartered Builder status. In the desire to draw for RICS Chartered Surveyor status accreditation, due attention has also be given to the Global accreditation- Policy and Process for Royal Institution of Chartered Surveyors (RICS) and the Requirements and Competencies Guide of 2018 for those wishing to attain their professional chartered status by studying on a programme designed for accreditation pathways of the Association of Project Management (APM), the Chartered Institute of Building (CIOB) 2019 Educational Framework and the Royal Institution of Chartered Surveyors (RICS).

5 Indicative Content

Summary of content by theme
The BSc (Hons) Construction project Management programme at Leeds Trinity University is designed to provide students with a comprehensive understanding of the fundamental principles, skills, and practices required to succeed in the field of construction project management. The programme is structured across three levels, with each level building upon the knowledge and skills acquired in earlier modules. At Level 4, students are introduced to the contemporary principles and practices of construction management. Modules such as *Construction Technology & Design 1*, *Building Science & The Sustainable Environment, Project Environment and Management Techniques* and *Construction Economics* provide a solid foundation in sustainable construction design, energy-efficient technologies, resource management and construction economics. The inclusion of construction IT applications allows students to develop technical drawing skills, write specifications for contract documents, and understand the roles and responsibilities of construction project managers within construction projects. Moving on to Level 5, the focus shifts to more advanced technical and legal aspects of project and contract management. Modules such as *Construction Technology & Design 2, Project Planning Ethics & Safety Control, Construction Law, and*

Procurement and Contract Administration delve deeper into construction technology and design, project planning and control, construction law, and procurement and contract administration. The *Project Planning Ethics & Safety Control* module also includes an employability and professional work element, providing students with practical experience in the administration of health and safety regulations.

Cocreation: the programme includes a provision for students to choose aspects of the professional development they must focus on as part of the reflective journal for the industry attachment element. The choice of the topic has to be an agreement of the module leader, industry mentor and the student has a larger sway in dictating what area they need to focus on from within a set of topics prepared by the programme leader.

Curriculum for Social Justice. The programme incorporates the principles of social justice and global trends in construction, addressing challenges such as gender and age gaps, forced child labour issues and skill shortages, and global issues of pay inequalities in the construction sector.

At Level 6, the emphasis is on the development of professional skills and research capabilities. The *Collaborative and Interprofessional Practice* module encourages students to work collaboratively in multidisciplinary teams, while the *Management of People, Projects and Organisations* module allows students to apply their knowledge and skills to real-world tasks in the heritage, real estate and property management.

The final level also includes modules in *Research Projects – the equivalent of a Dissertation*, which enhance students' ability to conduct independent research and apply their findings to construction management projects. The employability, professional, and industry work elements continue in the Collaborative and Interprofessional Practice module, where students work with industry employers on real-world projects.

Throughout the programme, there is a strong focus on employability, professional development, and industry work elements. Students are encouraged to reflect on global issues in construction, such as social justice, sustainable practices, environmental protection, gender pay imbalance, and the abolition of child labour.

The programme aims to produce graduates for the world of work; individuals who are not only competent and ethically knowledgeable in construction project management but also aware of the social and environmental impact of their work and contribute to a more sustainable and socially just built environment.

6 Programme Structure

Programme Structure – BSc (Hons) Construction Project Management (Single Honours)	
Duration	3 years full-time
Total credit rating	360
Level 4 – With effect from:September 2024	
Core: You are required to take the following modules.	

Module Code	Module Title	Semester	Credits
CON4003	Construction Technology & Design 1	Semester 1	30
CON4013	Building Science & The Sustainable Environment	Semester 1	30
CON4023	Project Environment & Management Techniques	Semester 2	30
CON4033	Construction Economics	Semester 2	30
Level 5 – With effect from: September 2024			
Core: You are required to take the following modules			
Module Code	Module Title	Semester	Credits
CON5003	Construction Technology & Design 2	Semester 1	30
CON5023	Project Planning Ethics & Safety Control	Semester 1	30
CON5013	Construction Law	Semester 2	30
CON5033	Procurement & Contract Administration	Semester 2	30
Level 6 – With effect from: September 2024			
Core: You are required to take the following modules			
Module Code	Module Title	Semester	Credits
CON6003	Collaborative and Interprofessional Practice	Semester 1 & 2	30
CON6023	Management of People, Projects and Organisations	Semester 1	30
CON6006	Research Project	Semester 1 &2	60

7 Pre-requisites

Modules students must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award
N/A

8 Learning, Teaching and Assessment

The University's Learning, Teaching and Academic Experience Strategy informs the design of your programme. You can find more information about learning, teaching and assessment for your programme (including information on Integrated Assessment) within the relevant Assessment Handbooks.

The BSc (Hons) Construction Project Management programme aligns with the QAA Framework for HE Qualifications, QAA Subject Benchmark Statement, and the University's Strategic Plan and Learning, Teaching and Assessment Strategy (LTAS) (2021-26).

The learning and teaching strategy of the program is congruent and aligns with the four pillars under Leeds Trinity University's strategy 2021- 2026, namely: Education and experience vision, People and sustainability, Research Impact and Innovation, and Careers and Enterprise.

Live Spaces: The LTAS level 4 focuses on graduate employability, which is integrated into the BSc (Hons) Construction Management programme through modules like *Project Environment and Management Techniques*. This course teaches students project management and planning skills using ICT software like Bentley Synchro Pro 4D, Revit and AutoCAD. The program also emphasizes on Live space delivery focusing on technical core learning areas *in Construction Technology and Design1*, as well as the use of *Building Information Modelling (BIM)* for communication and project management.

Blended Learning Approach: Utilise a blended learning approach that combines face-to-face classroom instruction with online learning resources. This approach allows for flexibility and promotes independent learning while also providing opportunities for collaborative learning and interaction with peers and instructors.

Project-Based Learning: Incorporate project-based learning activities throughout the programme to enhance students' practical skills and problem-solving abilities. Assign real-world construction projects that require students to apply their knowledge of construction project management principles, cost management, and contract administration.

Industry Partnerships and Guest Lecturers: Establish partnerships with industry professionals and invite guest lecturers from the construction industry to provide students with real-world insights and practical examples. This will help students understand the current trends, challenges, and best practices in the field of construction project management.

Technology Integration and Simulations: Integrate technology tools and software commonly used in the construction project management profession into the curriculum. Provide hands-on training and practical exercises using tools such as Building Information Modeling (BIM) software, Project Planning software, and project management tools.

Mock up Models: Sychroneous learning at level 4 and 5 using demonstration models to embed padogical concepts that are a must know for all CBE students. At level 6: Asynchroneous approach dominate the delivery as students work independently in groups and teams to prepare for the world of work.

Collaborative Learning: Promote collaborative learning by incorporating group projects, case studies, and problem-solving activities that require students to work together in teams. This will develop their teamwork and communication skills, which are essential for construction project management working in multidisciplinary project teams.

Professional Development Industry Element (Instead of placements and Internships): mandatory industry-based tasks are cocreated with students working closely with industry

mentors. Students will gain valuable practical experience and exposure to real-world construction projects. It will also help them develop professional networks and gain insights into the day-to-day responsibilities of a construction project manager. The following activities are embedded at all the three levels.

The potential for professional challenge experience through the proposed case study assessments, as part of the Professional Development Experience

1. Virtual Internships and Simulation Programmes:
The team is developing construction simulations scenarios which depict real world construction scenarios to mitigate lack of access to construction sites due to the hazardous nature of the construction workplace.

The learners will participate in **virtual internships** and **simulation programmes** that replicate real-world construction scenarios, allowing them to gain practical experience in a safe environment.

2. **Online Courses and Certifications:**
Opportunities to enrol in optional, extra-curricular online courses and certifications (student funded) related to construction management, project planning, and safety practices to enhance knowledge and skills.

3. Research and Case Studies:
Conduct research and analyse case studies on construction projects to understand industry challenges, best practices, and legal regulations.

4. Networking and Informational Interviews:
Connect with professionals in the construction industry through virtual networking events and informational interviews to learn about their experiences and insights.

5. Mentorship Programmes:
The team has already agreed in part with some industry practitioners, as from experienced professionals in the construction their field, to provide guidance, advice, and support in navigating career development for our learners. This will be an ongoing theme hoping the students can be attached to the same mentor over the duration of their study at LTU

6. Volunteer Work:
The team has also appealed to members of the industry liaison group to be informed should there be volunteering opportunities for construction-related duties or community engagement projects. This should enable the students to gain hands-on experience and contribute to meaningful initiatives for the company that offer such voluntary opportunities.

7. Professional Associations and Webinars:
It is the intention of the CBE team to explore further avenues for students to join professional associations in the construction industry and attend webinars. Early conversations with the RICS has already opened doors to regional RICS led workshops, and conferences which could enhance our learners understanding of the current and topical themes of the industry as well as the industry trends and developments attracting policy formulation by the government.

8. Online Project Management Tools:
Students will be encouraged to familiarise themselves with online project management tools

and software commonly used in the construction industry to develop practical skills in project planning and coordination. An example of this is the link to link to James Bowles of Freeform 4D consulting and Bentley Systems for Synchro Pro 4D planning tools all of which will give access to their outputs and this way students will not have to wait for an industry attachment to experience real world construction planning activity and management of site logistics in real time.

9. Industry Research and Publications:
CBE students will stay informed about industry research, publications, and reports related to construction practices, safety standards, and technological advancements by being connected to some of the latest databases such as Construction Information Service - CIS. This data base gives information on the latest publications and materials is available for free to download including text books.

10. Online Workshops and Seminars:
As in the above, students will be encouraged to attend optional, extra-curricular online CPD workshops and seminars (paid by the students) which the team will identify in advance. As these events are conducted by industry experts on topics such as construction law, risk management, sustainability, and innovation in construction, it will allows learners to gain insight on cutting edge issues within the industry.

11. Educational Projects and Competitions:
The collaborative module in the final year is an example of students working in teams for the entire year and do so while attached to a practitioner. Students will therefore participate in educational projects, design competitions, and challenges that simulate real construction projects, allowing for hands-on learning and problem-solving. The team believes that through the inclusion of guest lectures, Continuing Professional Development (CPD) events, and the participation of industry professionals in the delivery of the Level 6 "Collaborative & Interprofessional Practice" students will gain essential exposure to industry practices and professionals.

12. Cross-Disciplinary Courses:
- The collaborative module in the final year is an example of module which draws learners from cross-disciplinary courses to gain a comprehensive understanding of the differences between professional pathways. When executing tasks that are designed relative to the various disciplines, students embrace the responsibilities within these tasks and appreciate more some of the duties associated with their own chosen professional pathway.

13. Online Collaboration Platforms:
Collaborate with peers on online platforms to work on construction-related projects, exchange ideas, and engage in team-based learning experiences.

14. Self-Directed Learning: Engage in self-directed learning by exploring online resources, tutorials, and e-books on construction topics of interest, allowing for independent skill development.

15. Industry Webinars and Podcasts:
Attend industry webinars and listen to podcasts featuring construction professionals discussing industry trends, challenges, and best practices to stay informed and engaged

Continuous Assessment: Implement a variety of assessment methods, including both formative and summative assessments, to evaluate students' progress and understanding.

Use a combination of written assignments, presentations, practical exercises, and examinations to assess students' knowledge, skills, and competencies.

Personal Development Planning: Incorporate personal development planning into the curriculum to help students set goals, reflect on their learning, and identify areas for improvement. Provide guidance and support for students to develop their professional skills, such as communication, leadership, and critical thinking.

Research and Innovation: Encourage students to engage in research and innovation within the field of Construction Management. Provide opportunities for students to conduct independent research projects, participate in conferences, and publish their work. This will foster a culture of continuous learning and contribute to the advancement of the construction project management profession.

Continuous Professional Development: Emphasises the importance of continuous professional development and lifelong learning. Provide resources and support for students to pursue professional certifications, attend workshops and seminars, and stay updated with the latest developments in the field of Construction Management.

This Learning and teaching assessment strategy combines theoretical knowledge with practical skills, industry engagement, and technological advancements to prepare students for successful careers in construction project management. It fosters a student-centered learning environment that promotes critical thinking, problem-solving, collaboration, and professional development.

Incorporating Soft Skills in Formative Assessments to enhance Professional Development for Construction and the Built Environment Students

Evidencing of Soft Skills Development

Soft skills are recognised as non-technical skills that are related to how construction professionals work, interact with others, and navigate their environment. They are often also referred to as interpersonal skills or people skills and are recognised to be essential for personal and professional success. Soft skills are more about the individual students is as a person rather than the specific knowledge they possess. Some of the common soft skills will be recognised through:

1. Communication: The students' ability to effectively convey information, ideas, and thoughts to others through verbal, written, and non-verbal means.

2. Teamwork: The student/apprentice capacity to collaborate with others, contribute to a group effort, and work effectively as part of a team.

3. Problem-solving: The skill to identify issues, analyse situations, and develop effective solutions to challenges in a logical and systematic manner.

4. Critical Thinking: The ability to objectively analyse information, evaluate arguments, and make informed decisions based on reasoning and evidence.

5. Leadership: The capability to inspire, motivate, and guide others towards a common goal, as well as take charge and make decisions when needed.

6. Adaptability: The flexibility to adjust to new situations, changes, and challenges, and to remain productive and positive in dynamic environments.

7. Time Management: The aptitude to prioritise tasks, manage time effectively, and meet deadlines without compromising quality or productivity.

8. Emotional Intelligence: The skill to recognise, understand, and manage your emotions and those of others, as well as navigate social interactions with empathy and sensitivity.

9. Creativity: The ability to think innovatively, generate original ideas, and find unique solutions to problems by thinking outside the box.

10. Conflict Resolution: The capacity to address and resolve conflicts, negotiate disagreements, and find mutually beneficial solutions in a constructive manner.

Soft skills therefore, complement technical or hard skills and are embraced equally as important as the technical skills for the construction workplace environment. They contribute to building strong relationships, fostering effective communication, and enhancing overall performance and success in various personal and professional contexts.

Application in practice

1. Virtual Internships and Simulations:
- Accentuate communication, teamwork, and problem-solving skills by engaging in virtual collaborative projects that simulate real construction scenarios.

2. Networking and Informational webinars:
- Practice active listening, interpersonal communication, and relationship-building skills during virtual networking events and informational interviews with industry professionals.

3. Mentorship Programmes:
- Develop leadership, adaptability, and mentorship skills by actively engaging with mentors and seeking guidance on professional development and career goals.

5. Educational Projects and Competitions:
- Enhance creativity, critical thinking, and innovation skills by participating in educational projects and design competitions that require interdisciplinary collaboration and problem-solving.

6. Self-Directed Learning:
-, time management, and lifelong learning skills through self-directed exploration of online resources and independent study on construction topics.

Incorporating Soft Skills in Formative Assessments:

1. Reflective Journals:
- Encourage students to maintain reflective journals to articulate their experiences, challenges, and learning from real construction scenarios, promoting self-awareness and emotional intelligence.

These skills will be practiced in Project Planning Ethics and Safety Control.

Scenarios in which risk management was insufficiently conducted, leading to the fatality of a worker, will be showcased. Students will be tasked with selecting from a range of scenarios the most appropriate course of action, identifying the potential cause of the mishap. They will address questions about who the duty holder is and what could have been prevented. The class will scrutinise the hierarchy of decision-making as per legal guidelines to determine whether all foreseeable and reasonably practicable measures were implemented to avert the incident. Ultimately, the legitimacy of the final decision will be examined, focusing on the understanding of the Hierarchy of Decision Making under the law, and its practical application to forestall construction accidents and safeguard the lives of those under duty of care.

Learning to save lives and adhering to legal statutes is most effectively done through real-world scenarios. These scenarios urge learners to critically assess the sequence of events leading up to an incident and the interventions that might prevent a fatality. The presented scenarios will be based on genuine events reported in construction news or contract journal and the health and Safety Executive bulletins. These sources present scenarios which include penalties, fines, and sentences imposed on duty holders. Understanding a practitioner's responsibilities entails substantial reflection on the role of a construction professional and their obligations under contract law, as well as compliance with the Health and Safety at Work Act 1974 and the Construction (Design and Management) Regulations.

2. Peer Feedback Exercises:

- Given the example given above, students/apprentices will be split into groups to evaluate; weigh the cases and then outline what the decision-making process ought to have been. This then facilitates students to engage in providing peer-to peer feedback. These feedback sessions, where students provide constructive feedback to each other, promote active listening, empathy, and communication skills and are espoused through active learning depicting all the soft skills that CBE students ought to harness and develop and practice so that correct decision making, whatever, the scenario, becomes second nature.

3. Collaborative Projects:

- Assign collaborative projects that require teamwork, communication, and conflict resolution skills, with formative assessments focusing on group dynamics and interpersonal interactions.

4. Case Study Analysis:

- Students will be exposed to construction accidents scenarios reported in national media outlets such as construction new, construction contracts and Health Safety Executive Bulletins. These sources report on real cases. Therefore, when students are exposed to such cases, they always have to immense in the scenes as duty holders, and analyse the standard of decision making within the case studies that involve ethical dilemmas, safety challenges, and project management issues, with group or individual assessments given which emphasise on soft skills involving critical thinking, decision-making, and ethical reasoning.

5. Role-Playing Scenarios:

- As outlined in the scenarios above, students will be engaged in role-playing scenarios that

simulate negotiation, client interactions, and leadership challenges, imposing themselves in various roles as duty holders, and assessing their ability to navigate complex interpersonal situations.

6. Presentation Skills Development:
- various modules within the programme incorporate presentations as formative assessments to evaluate learners' public speaking, presentation design, and storytelling abilities, enhancing their communication and confidence.

Benefits of Soft Skills Integration and Formative Assessments:
1. Holistic Development:
- Soft skills integration and formative assessments promote holistic development by nurturing students' interpersonal, communication, and problem-solving abilities alongside technical knowledge associated with Construction and Built Environment subject content.

2. Career Readiness:
- Equipping students with soft skills through alternative approaches and reflective assessments enhances their readiness for professional roles in the construction industry.

3. Professional Growth:
- Formative assessments such as Multiple-Choice Questions, focusing on soft skills development facilitate continuous improvement, self-reflection, and personal growth throughout the learner's educational journey.

4. Adaptability and Resilience:
- Soft skills training and formative assessments based on real construction scenarios, prepare students to navigate challenges, collaborate effectively, and adapt to changing work environments in the construction field. These skills prepare them for the real world of work.

Therefore by integrating soft skills development strategies and formative assessments that accentuate interpersonal competencies, students can enhance their overall professional readiness, communication abilities, and emotional intelligence, essential for success in the dynamic and collaborative construction industry.

9 Entry requirements

BSc (Hons) Construction Project Management

Applicants should normally have achieved the following before registration for the programme:

5 academic qualifications, of which at least 2 should be level 3 qualifications equivalent to A2 and must also include GCSE grade C or 4 or above in English Language (or equivalent qualification).

Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS), with a minimum of 6.0 and with no component below 5.5, or accepted equivalent test. Full details of entry requirements are published by course on the Leeds Trinity website.

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	Yes
Detail of any deviation from (or within) and/or addition to the University's standard entry requirements (if applicable), e.g. English Language and/or English Literature requirement	N/A

10 Additional support needs

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.

Programme-specific requirements / unavoidable restrictions on participation in the programme
It is recognised that fairness, inclusion, and equitable access to learning are fundamental principles in education. In compliance with the ESG Standards outlined in the QAA Educational Framework for Higher Education and the Teaching Delivery Strategy in and guidelines under the Equality Act 2010 and the Office for Students - OFS, 2019. The BSc (Hons) Construction Project Management Programme strives to ensure equitable access to learning for all students regardless of their background. However, in the context of construction programmes, certain constraints make it challenging for students to access construction sites for placements. Construction companies have concerns regarding duty to train, safety, lack of resources, productivity impact, limited opportunities for meaningful work, and contributory negligence/liability. These concerns make it difficult for students to gain valuable work experience in the construction industry. Furthermore, even if these constraints are disregarded, students are required to obtain a Construction Certification Scheme Card (CCSC) to visit a construction site without supervised entry and presence. This qualification involves completing relevant training courses, passing assessments, and applying for the CCS card. This process ensures that students have met the requirements and can be trusted to be less of a liability on construction sites. To address these constraints and still provide valuable learning opportunities for students, it is proposed that employability and industrial elements be embedded into the learning outcomes at each level of the construction program. This can be achieved by inviting industry experts as guest speakers or mentors and having students work on industry-related case study projects with the support of the teaching team. This approach allows students to gain practical knowledge and experience without the need for placements on construction sites.

In light of the legal constraints and the alternative options for embedding employability and industrial elements, a dispensation should be considered for all construction programs. This would ensure that students are still able to develop the necessary skills and knowledge required for the construction industry, while also complying with the standards outlined by the QAA Educational Framework for Higher Education and the guidelines under the Equality Act 2010 and the Office for Students - OFS, 2019. By finding innovative ways to provide equitable access to learning, construction programmes can continue to prepare students for successful careers in the industry.

11 Technical Information

Awarding Body / Institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Parent Faculty	Business Computing and The Digital Industries - BCDI
Parent School	Business School - Construction and Built Environment
Professional accreditation body	To be requested RICS
Final award	BSc (Hons)
Title of programme(s)	Construction Project Management
Subsidiary (fallback) award(s)	Certificate of Higher Education, Diploma of Higher Education, Ordinary Degree
Honours type	Single
Duration and mode(s) of study	3 Years Full Time
Month/year of approval of programme	Sept 24
Periodic review due date	2028-29
HECoS subject code(s)	100216
UCAS course code(s)	??
SITS route codes	CONPRMG
Delivery venue(s)	City Campus

12 Level Learning Outcomes and Employability Outcomes

The grids below demonstrate where Level Learning Outcomes and Attributes and Skills Outcomes or Employability Outcomes are assessed at module level and ensure that students are assessed in all Level Learning Outcomes at each level of their study. Students might not be assessed in all Attributes and Skills Outcomes at each level of study. However, all Employability Outcomes will have been assessed by the end of the programme.

Level 4	**Assessed level learning outcomes**														**Skills development**								
	Knowledge & Understanding				**Intellectual & cognitive/thinking**			**Practical CM Skills**			**Enterprise & Entrepreneurship skills**				**Attributes & Skills - AS**								
Adjust LO codes as necessary. ↓	**K1**	**K2**	**K3**	**K4**	**I1**	**I2**	**I3**	**P1**	**P2**	**P3**	**EE1**	**EE2**	**EE3**		**AS1**	**AS2**	**AS3**	**AS4**	**AS5**	**AS6**	**AS7**	**AS8**	**AS9**
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Project Planning & scheduling	Application of project management theories	Integration of PM Principles	Evaluation of project management strategies	Evaluation and critique of project management principles	Problem solving & decision making	Research & Information literacy	Project planning & Management	Digital communication	Adaptability & flexibility	Communication and collaboration	Professional ethics & integrity	Leadership in project management		Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic
Construction Technology & Design 1	■		■	■	■	■	■		■		■	■	■		■	■		■	■	■	■	■	■
Building Science & The Sustainable Environment					■	■			■	■		■				■		■	■	■	■	■	
Project Environment & Management Techniquecs	■	■	■	■	■	■	■	■	■	■	■	■	■		■	■	■	■	■	■	■	■	■
Construction Economics		■	■	■	■		■				■	■	■		■	■	■	■	■	■	■	■	■

Level 5	**Assessed level learning outcomes**														**Skills development**								
	Knowledge & Understanding				**Intellectual & Cognitive/thinking**				**Practical CM Skills**			**Enterprise & Entrepreneurship skills**			**Attributes & Skills - AS**								
Adjust LO codes as necessary. ↓	**K1**	**K2**	**K3**	**K4**	**I1**	**I2**	**I3**	**I4**	**P1**	**P2**	**P3**	**EE1**	**EE2**	**EE3**	**AS1**	**AS2**	**AS3**	**AS4**	**AS5**	**AS6**	**AS7**	**AS8**	**AS9**
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Knolwedge of Construction Project Management Processes'	Critical anlysis & evaluation	Knowledge of emerging trends & practices in PM	Global perspective of project management	Complex problem solving	Critical thinking analysis	Research & inquiry in project management	System thinking	Leadership & team management	Communication & negotiation	Innovation a& Creativity	Leadership in managing teams	Critical thinking skills	Global ethics & Social justice	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic
Construction Technology & Design 2	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
Project Planning Ethics & Safety Control	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Construction Law					■	■	■	■		■			■		■		■	■	■	■		■	■
Procurement & Contract Administration	■	■	■		■	■		■	■	■		■	■	■	■	■	■	■	■		■		■

Level 6	**Assessed level learning outcomes**														**Skills development**								
	Knowledge & Understanding				**Intellectual & Cognitive/thinking**				**Practical QS Skills**			**Enterprise & Entrepreneurship skills**			**Attributes & Skills - AS**								
Adjust LO codes as necessary. ↓	**K1**	**K2**	**K3**	**K4**	**I1**	**I2**	**I3**	**I4**	**P1**	**P2**	**P3**	**EE1**	**EE2**	**EE3**	**AS1**	**AS2**	**AS3**	**AS4**	**AS5**	**AS6**	**AS7**	**AS8**	**AS9**
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Specialist knoilwedge of project management	Interdisciplinary integration	Legal & regulatory compliance	Straategic Management	Critical analysis & synthesis	Reflective practice	Demosntrate research leadership	Ethical decision making	Strategic Planning & Execution	Risk management-system	Strategic Business development	Strategic thinking and synthesis	Efficient management of Clients interests	Entrepreneurship development	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic
Collaborative and Interprofessional Practice																							
Management of People, Project and Organisation																							
Research Project																							