Course Specification

A. Course Information			
Final award title(s)	HNC Construction Design and Build Apprenticeship		
Intermediate exit award title(s)			
UCAS Code		**Course Code(s)**	PT : 4957
	London South Bank University		
School	☐ ASC ☐ ACI ☒ BEA ☐ BUS ☐ ENG ☐ HSC ☐ LSS		
Division	The Built Environment		
Course Director	Sally Mitchell		
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify		
Mode(s) of delivery	☐Full time ☒Part time ☐other please specify		
Length of course/start and finish dates	**Mode** / **Length years** / **Start - month** / **Finish - month** Part time / 2 years + EPA / September / July		
Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire **No**		
Approval dates:	Course(s) validated / Subject to validation	Validated June 2020	
	Course specification last updated and signed off	September 2021	
Professional, Statutory & Regulatory Body accreditation			
Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations	
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications	

		Architectural Technology QAA Subject Benchmark Statement 2019 CIAT Professional Standards Framework 2015 Competitions and Markets Authority SEEC Level Descriptors 2016

B. Course Aims and Features

Distinctive features of course	The Higher National Certificate in Construction is primarily for those employed within the construction industries who are seeking to further their career and gain an industry recognized qualification. The course provides one of the key qualifications in construction management, surveying and architectural technology disciplines. The essential aim of the course is to provide students with a broad range of knowledge and skills needed to fulfil a range of technical and managerial work. The outcome should be technicians who are able to tackle and take responsibility for well-specified positions throughout the construction industry.
Course Aims	More specifically the HNC in Construction aims to: 1. Produce higher technicians who are equipped to fulfil responsible technical employment in a variety of disciplines within the construction industry. 2. Maintain recognition of the Award by Pearson. 3. Develop the technical and practical skills required to collect, analyse and interpret information, solve problems, reach sound judgements and communicate them effectively. 4. Produce higher technicians who have knowledge and understanding of the construction industry, construction technology and the organisation of building production. 5. Develop understanding of the skills and competencies required of a technician. 6. Develop students for work in a business- and project-based, multidisciplinary industry.
Course Learning Outcomes	**a) Students will have knowledge and understanding of:** A1 The construction industry and related industries, the main participants, their roles, linkages and inter-relationships and the context within which they work. A2 Construction technology, building services and building science and fundamental management processes. A3 The principles of the English legal system. A4 Information and communication technology relevant to technical functions. A5 The role of professionals in society and their professional and ethical responsibilities. A6 Best practice in relation to health, safety and welfare and environmental sustainability. A7 The concepts of teamwork. A8 Concepts, theories and principles related to procurement and management of construction work.

	b) Students will develop their intellectual skills such that they are able to: B1 Assemble information and data from a variety of sources and discern and establish connections. B2 Identify and critically analyse issues with reference to pertinent argument and evidence. B3 Critically evaluate current procedures and approaches used by construction professionals. B4 Investigate routine and unfamiliar problems and apply professional judgement to devise solutions, balancing factors such as risk, cost, benefit, safety and environmental impact. c) **Students will acquire and develop practical skills such that they are able to**: C1 Use and interpret maps, plans and drawings. C2 Demonstrate basic competence in setting out work and in land surveying. C3 Measure, plan and programme building and civil engineering work for the purposes of tender preparation, production, estimating, control and final accounting. C4 Use software packages that are relevant to the modern construction technician. **d) Students will acquire and develop transferrable skills such that they are able to:** D1 Communicate effectively by oral, written and visual means in a form appropriate to the intended audience, with appropriate acknowledgement and referencing of sources. D2 Apply statistical and numerical skills at an appropriate level in practical situations. D3 Use information and communication technology (ICT) to locate and access information and communicate information to others. D4 Work effectively as a member of a team. D5 Manage time and work to deadlines. D6 Learn effectively and independently.

C. Teaching and Learning Strategy

- Acquisition of the above is achieved by a combination of lectures, seminars, tutorials, practical work, directed reading, coursework and project work. Acquisition also involves students' work-based experience. Laboratory-based practical's and workshop exercises contribute to real understanding. Student-led seminars are important in law and management and acquisition of knowledge and understanding in all areas relies on discussion, whether student or staff led, as students' progress through the levels of study. Intellectual and technical skills are developed through the teaching and learning course. Skills are developed through worked examples, practical application in fieldwork, laboratory and classroom exercises, discussion in class, both staff and student led, and essay writing and report writing coursework that makes greater demands upon students as they progress into Level 5. C1 is taught throughout the course and developed in coursework. C2 is taught and developed in a dedicated surveying module at Level 4. C3 is taught and developed within the surveying module at Level 4. C4 is taught through the Construction Practice module, utilised through other modules as appropriate and developed through application in coursework. D2, D3 and D4 are taught in a construction

context. Supporting skills are initially taught in the Construction Practice module and then developed throughout the course through classroom discussion, individual and group presentations, essay and report writing. Library and Information Services staff are involved in teaching ICT skills. There is online access to help and self-teach packages. Group work at all levels develops teamwork skills. D5 is learnt rather than taught through students managing their time to meet coursework deadlines. D6 is required throughout the course and is supported by direction and guidance provided in module guides.

D. Assessment

Assessment involves a combination of unseen examinations, in-course tests, essays, reports, analytical exercises, use of software, seminar presentations and critiques, individual and group work. Skills are assessed through a wide variety of assessment methods already referred to. All practical skills are assessed through coursework and project work. Law and technology are also assessed through unseen examination or tests. Communication and numerical skills are assessed through all means of assessment already mentioned. D2 is assessed in the Construction Practice module at Level 4 and in coursework, project work and examination in other modules. D3 is assessed through its application to coursework and project work. Teamwork is assessed in group project work. D5 and D6 are implicitly assessed by all forms of assessment.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

In order to be considered for entry to the course applicants will be required to have the following qualifications:

A Level DD or;
BTEC National Diploma PPP or;
Access to HE Diploma with 21 Merits or;
Level 3 Apprenticeship in related subject or;
Equivalent level 3 qualifications worth 64 UCAS points
5 GCCE's including Maths and English (C or above) or equivalent

On application we will also ask applicants to complete a skills scan against the knowledge, skills and behaviours in the apprenticeship standard to assess eligibility for funding.

G. Course structure(s)

Course overview

The course is delivered on a semester pattern, each semester being 15 weeks in duration. Students take six modules in total and three modules of study per year. Most modules are taught across two semesters. Assessment occurs at the scheduled assessment dates at the end of each semester. All modules are at Level 4. Students must select one from three optional modules to prepare students for more specific degree routes.

A university credit is the equivalent of 200 student study hours. Each module is a self-contained part of the course of study and carries a single credit value (20 credits). The maximum time to complete the course is four years.
The modules are:

EBB_4_484 Level 4 Construction Practice A
EBB_4_020 Level 4 Construction Technology and Materials
EBB_4_030 Level 4 Legal and Economic Context in the Built Environment
EBB_4_070 Level 4 Building Services and Environmental Science
EBB_4_060 Level 4 Architectural Design and Technology
EBB_4_090 Level 4 Construction Technology and Structures

On successful completion of the HNC and EPA students will be eligible to progress onto the BSc Design and Construction Management Apprenticeship.

HNC Construction– **Part time**

	Semester 1		**Semester 2**	
Year 1	BEA_4_484 Construction Practice A	20	BEA_4_484 Construction Practice A	20
	EBB_4_020 Construction Technology and Materials	20	EBB_4_020 Construction Technology and Materials	20
	EBB_4_030 Legal and Economic Context in the Built Environment	20	EBB_4_030 Legal and Economic Context in the Built Environment	20
Year 2	EBB_4_070 Building Services and Environmental Science	20	EBB_4_070 Building Services and Environmental Science	20
	EBB_4_090 Construction Technology and Structures	20	EBB_4_090 Construction Technology and Structures	20
			EBB_4_060 Architectural Design and Technology	20

Link to Apprenticeship Standard:

https://www.instituteforapprenticeships.org/apprenticeship-standards/construction-design-and-build-technician/

Link to Apprenticeship Assessment Plan:

https://www.instituteforapprenticeships.org/media/3449/st0043_construction-design-and-build-technician_l4_ap_for_publication_13092019.pdf

Placements information

Students on this course will need to be employed in a job role related to the Apprenticeship Standard for the duration of the course.

H. Course Modules

[Provide information on:
- core and optional modules;
- the circumstances when optional modules may not run; and

- how and when students will be informed if optional modules are changed]

Module Code	Module Title	Level	Semester	Credit value	Assessment
BEA_4_484	**Construction Practice**	4	1 & 2	20	Multiple coursework elements
EBB_4_020	**Construction Technology and Materials**	4	1& 2	20	Report and MCT
EBB_4_021	**Construction Technology and Materials**	4	1	20	Report and MCT
EBB_4_090	**Construction Technology and Structures**	4	1& 2	20	Report and MCT
EBB_4_091	**Construction Technology and Structures**	4	1& 2	20	Report and MCT
EBB_4_030	**Legal and Economic Context in the Built Environment**	4	1& 2	20	MCT's
EBB_4_070	**Building Services and Environmental Science**	4	1& 2	20	Essay and MCT
EBB_4_060	**Architectural Design and Technology**	4	2	20	Portfolio of work

I. Timetable information

The confirmed timetable is normally available one month prior to the course starting. Part Time udents will study for one day per week.

J. Costs and financial support

Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

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Appendix A: Curriculum Map
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Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Course outcomes																					
Level	**Title**	**Code**	**A 1**	**A 2**	**A 3**	**A 4**	**A 5**	**A 6**	**A 7**	**A 8**	**B 1**	**B 2**	**B 3**	**B 4**	**C 1**	**C 2**	**C 3**	**C 4**	**D 1**	**D 2**	**D 3**	**D 4**	**D 5**	**D 6**
4	Construction Practice	BEA_4_484	T D			T D A	T D	T D	T D A	T	T D A	T						T D A	T D A	D	D	T D A	T D A	D
4	Construction Technology & Materials	EBB_4_020	D	T D A		D	T D	T D A		D	T D A	D A	D A	T D A	D		D	D	D A	D	D		D A	D
4	Legal & Economic Context in Built Environment	EBB_4_030			T D A	D					D								D A		D		D A	D
4	Building Services & Environmental Science	EBB_4_070		T D A		D	T D			D	T D A	D A	D	T D A				D	D A	D	D		D A	D
4	Construction Technology & Structures	EBB_4_090	D	T D A		D	T D	T D A		D	T D A	D A	D A	T D A	D		D	D	D A	D	D		D A	D
4	Architectural Design and Technology	EBB_4_060		T D		D	D	D	D		T D A	T D A	T D A	T D A	T D	T D	D	D A	D A		D A	D	D A	D

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment *for* learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	Outcomes focus and professional/employer links All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.	The course although not accredited by a professional body in its standalone form modules that make up the course form Level 4 of courses which are accredited by CIOB, CIAT and RICS. Guest lectures are implemented where practicable. The professional bodies are also invited to talk during Construction Practice lectures at Level 4.
Embedded learning development	Support for transition and academic preparedness At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.	All modules at level 4 are designed to equip the student with the skills, knowledge and attributes required for success at subsequent levels. The construction practice module develops the general transferable core skills while modules such as construction technology, surveying & setting out, environmental science and law will give the key understanding of principles required to carry through to subsequent years of study.
High impact pedagogies	Group-based learning experiences The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and **inclusivity**. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at	Elements of group based work are common throughout the course. This can be both formative and summative but in either case it is about developing their ideas in a collaborative way, sharing knowledge and experience in solving problems.

	level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	
Inclusive teaching, learning and assessment	<u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	Module co-ordinators provide materials in an accessible format as appropriate and are encouraged to follow good practice guidelines, including making lecture notes and additional materials available via the VLE prior to the lecture. A number of staff are also beginning to use lecture capture equipment in developing a further level of accessibility.
Assessment *for* learning	<u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**.	All but one of the modules at Level 4 are delivered long thin (ie. over two semesters), this gives the opportunity for much more formative development to take place and for additional support to be given to students in their early stages of development and understanding. Staff are encouraged to talk about feedback more regularly so that students recognise what it is and get real benefit from it.
High impact pedagogies	<u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended	As a student progresses through the course they will be developing the ability to undertake research in a meaningful way. This is done by utilising a range of assessment techniques and questioning, students are often asked to explore real world problems or if employed to use examples they are familiar with in developing their understanding and exploring new ideas.

	problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	
Curricula informed by employer and industry need / Assessment *for* learning	<u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	The use of live briefs and industry related briefs are encouraged and used wherever possible, students find them more engaging and are more likely to research the topics in a more meaningful way. Apprentices will be developing their learning on live projects as part of the significant work based elements of this course and will be well placed to utilise what is learnt in the workplace.
Inclusive teaching, learning and assessment	<u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	In lectures staff are encouraged to use a wide range of examples and case studies to better represent the student body. In this context it is often giving comparative examples of other countries and methodologies which they employ, this not only gives a better context but often leads to lively, constructive debates.
Curricula informed by employer and industry need	<u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as	Being part of an apprenticeship course the opportunities for learning in the workplace are very significant as well as giving invaluable opportunities to learn on live projects. The end point

	developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	assessment is designed to reflect on both the academic material as well as the knowledge, skills and behaviours gained in the workplace. On completion apprentices will be well placed to seek recognition form the relevant Professional Institution.
Embedded learning development	<u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	A wide range of assessment styles is used throughout the course to not just reflect academic expectations but also those expected in the workplace.
High impact pedagogies	<u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or	Although limited cross disciplinary working directly appears on the course, elements are being integrated. Subjects such as Building Information Modelling (which students may well experience on later courses or in the workplace encourage cross-disciplinary and collaborative working.

	interdisciplinary groups creates the opportunity for the development of student outcomes including **inclusivity**, communication and networking.	
Assessment *for* learning	<u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	You will find a variation of assessment styles and strategies across the course and at different levels. Coursework may be in the form of a report, essay, presentation or in class tests. In a number of modules there are also elements of groupwork to encourage collaboration and understanding. In some subjects independent research is also being used to enhance critical thinking. Examinations are also used and may take various forms from MCT's to short in class tests or the more formal end of module examinations as appropriate.
Curricula informed by employer and industry need	<u>Career management skills</u> Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**.	The course in its entirety including the work based elements provides clear evidence that the curriculum and other aspects of the course will support students on their chosen career path.
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	<u>Capstone project/dissertation</u> The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including	As a Level 4 standalone course there is no Level 6 project or dissertation however many of the fundamental skills learnt would be transferable to this should the student wish to progress on to higher levels of study.

	professionalism, **integrity** and **creativity**.	

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies

feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions

Appendix D: Mapping of Knowledge, Skills and Behaviours against Apprenticeship Standard for Construction Design and Build Technician

			HNC Construction					
		Workbased log book	Construction Practice A	Construction Technology and Materials	Construction Technology and Structures	Legal and Economic Context	Building Services and Environmental Science	Architectural Design and Technology
Knowledge	What is Required							
Client Requirements	Know how to analyse client requirements and ensure comprehensive survey information	X						X
Health & Safety	Understand risk assessment of design solutions and the importance of behaviours in safety-critical environments	X	X					
Sustainability	Understand the sustainability issues in projects across economic, social and environmental aspects	X		X	X		X	
Construction Technology	Understand different construction methods and materials and building regulations	X		X	X		X	
Develop Designs	Understand how to develop detailed designs in line with client requirements and construction process	X						X
Design Documentation	Understand how to co-ordinate design information in both electronic and paper form	X	X					X
Monitor Compliance	Understand construction contracts and client quality standards	X	X			X		
Monitor costs	Understand the importance of cost control on a construction projects	X	X					
Skills								
Client Requirements	Assist in the assessment and presentation of client requirements	X						
Health & Safety	Identify risk in designs and suggest actions to reduce risks	X						
Sustainability	Assess, identify and record the environmental impact of projects	X	X	X	X		X	
Construction Technology	Assist in the implementation of the most appropriate solutions for construction projects whilst maintaining adherence to building regulations	X		X	X		X	
Develop Designs	Prepare and present design proposals and solutions	X						X
Design Documentation	Control document production and design information	X						X

Monitor Compliance	Inspect and report on quality standards and assist in commissioning of finished construction projects	X						X
Monitor costs	Understand financial and legal constraints and measure and record progress against budget	X						
Behaviours								
Professional Judgement	Be able to work within own level of competence and know when to seek advice from others	X	X	X	X	X	X	X
Commitment to Code of Ethics	Understand and apply the Code of Conduct and conduct regulations, ethics and professional standards relevant to industry's recognised professional bodies	X				X		
Continuing Professional Developm ent	Identify own development needs and take action to meet those needs. Use own knowledge and expertise to help others when requested	X						
Commitment to Equality and Diversity	Understand the importance of equality and diversity and demonstrate these attributes so as to meet the requirements of fairness at work	X						
Communicate Effectively	Be able to contribute effectively to meetings and present information in a variety of ways including oral and written	X	X	X	X	X	X	X
Work in Teams	Be able to work with others in a collaborative and non-confrontational way	X	X					
Demonstrate Innovation	Be able to identify areas for improvement and suggest innovative solutions	X		X	X			X