# Record of Enhancement

<table>
<thead>
<tr>
<th>No.</th>
<th>Detail of modification</th>
<th>Date Effective</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Addition of Conservation, Adaption &amp; Refurbishment of Buildings module to replace Refurbishment &amp; Retrofit of Existing Building</td>
<td>Level 6 from September 2017 onwards</td>
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</tbody>
</table>
School of Built Environment Engineering

Award and programme title: BSc (Hons) Construction Management

Level of qualification: Level 6

Interim awards available:

<table>
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<tr>
<th>Award</th>
<th>Level</th>
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<tbody>
<tr>
<td>BSC</td>
<td>Construction Management</td>
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<tr>
<td>CRTHE</td>
<td>Construction Management</td>
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<tr>
<td>DIPHE</td>
<td>Construction Management</td>
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</table>

Length and status of programme and mode of study

<table>
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<tr>
<th>Programme</th>
<th>Length (years) Status (FT/PT/SW)</th>
<th>Mode (campus-based / DL or other)</th>
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<tbody>
<tr>
<td>BSc (Hons) Construction Management</td>
<td>3 years FT</td>
<td>Campus-based</td>
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<tr>
<td>BSc (Hons) Construction Management</td>
<td>4 years SW</td>
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<tr>
<td>BSc (Hons) Construction Management</td>
<td>5 years PT</td>
<td>Campus-based</td>
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Course Specification

Overview and Aims

There are a number of established professional disciplines concerned with the construction and operation of buildings, including land surveying, building surveying, quantity surveying, architecture and architectural technology. The successful completion of construction projects requires not only such expertise but also management of the human, material and financial resources involved. The construction sector therefore needs managers who understand the principles and processes of construction, who have an understanding of the specialist professional areas and who understand how to manage effectively the resources involved in the process. The BSc Construction management degree programme meets this
need even for students for whom initial enrolment on a full Honours degree programme was only made possible through a prerequisite qualification such as HND in Building Studies.

The course is therefore aimed at post 16 candidates as well as mature students seeking advanced standing entry after having acquired some vocational skills in a building trade as well as those with some recognised BTEC qualifications including or individuals with demonstrable practical experience. Mature students often have an understanding of construction but do not have a formal academic qualification; the very experienced mature students often seek advanced entry on the course as they come from a variety of backgrounds including general contractors, subcontractors, suppliers, clients, Local Authorities, and Housing Associations and Trusts.

The overall aim of the programme is to provide a broad-based education that develops student’s critical faculties and gives them lifetime construction skills and competencies enabling them to become more creative, analytical and acquire ability to synthesise information to resolve conflicts and therefore fulfil the multidisciplinary role of Construction Management. The strategic presence of the Leeds Sustainability Institute and CEBE research ensure that students have the most up to date access to cutting edge research information and publications on various topical issues in the Built Environment discipline.

**Course Learning Outcomes**

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<tbody>
<tr>
<td>1</td>
<td>Develop knowledge and understanding of the principles, roles and purposes of construction management.</td>
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<tr>
<td>2</td>
<td>Apply key concepts, theories and principles to define a range of technologies and sustainable solutions to construction problems in diverse contexts.</td>
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<tr>
<td>3</td>
<td>Recognise and apply relevant management enterprise and digital literacy skills and analytical tools and apply them to a range of construction projects and specialisms.</td>
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<tr>
<td>4</td>
<td>Demonstrate knowledge and understanding of statutory regulations and legislation and the context in which the process of construction operates.</td>
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<tr>
<td>5</td>
<td>Gather and summarise information, cite evidence and critically evaluate proposals to inform management and scheduling of construction projects.</td>
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<tr>
<td>6</td>
<td>Demonstrate a range of skills appropriate to the working environment – including working effectively and respectfully and understanding leadership skills in integrated teams, using appropriate contemporary digital technologies, and communicating effectively orally, in writing and through drawings both digitally and manually.</td>
</tr>
</tbody>
</table>

**Course Structure**
Learning and Teaching

Details relating to contact hours and other key information sets (KIS) are available on the course page of our Online Prospectus on our website.

Learning and Teaching Approaches

All course modules will be placed on the University’s virtual learning environment to enable remote access.

The course strategy for assessment reflects the main awarding bodies (CIOB; RICS and CIAT) which demand reference to the Building and Surveying Educational Benchmarks.

At level 4, students have to demonstrate basic understanding of the technology of construction and operations of the built environment. The assessment takes the form of written coursework prompting technical annotation of construction details which are also examined in the written exams as in Domestic Construction module.
At level 5, assessments are centred on advanced construction principles, the nature and role of the construction industry. The management of the construction process is introduced as well as the legal constraints and challenges as in Non Domestic Construction. As in BIM 1, students are introduced to group tasks learning to resolve and derive complex solutions working as part of a team.

The emphasis at level 6 is on student’s ability to demonstrate knowledge gained at level 4, and 5 to analyse a project and to resolve complex construction problems and how they apply to the management process of construction. In the coursework submissions, students are expected to use management principles to resolve complex construction scenarios validating the sources of information using standard referencing systems to enhance the validity and reliability of their solutions. Assessments such as in the management and Design project seek students to evidence the solutions through research skills either in groups or working individually. At level 6, most coursework tasks and exams require students to justify their solutions by making appropriate reference to statutory obligations and, legal duties imposed on a construction manager as a duty holder.

The VLE will enable students to engage with the course anytime and anywhere. As well as providing an electronic repository for learning material, it provides an additional means of communication with other students and staff; it promotes technology enhanced learning, digital literacy and is used for assessment purposes. Hand-in of Coursework will, wherever possible, be done electronically to minimise the inconvenience for students with limited time on campus.

Several VLE modules have won University-wide prizes as exemplars of best practice, the course will build on this strength. The range and quality of the learning materials available on the modules is expected to be outstanding.

The Virtual Site
The subject group has in recent years developed a learning resource called Virtual Site. Using the latest media technologies, photorealistic virtual tours of building projects have been created. Students should navigate each site, view projects at different stages of construction and access more detailed information via hot spots superimposed on the panoramic scenes. Other resources have already be developed and embedded into the Low Carbon Housing Learning Zone and Virtual Maths that provides imaginative, digital literacy that are not only interactive but provides the support some mature students need to learn and improve their aptitudes in Maths, Building physics and environmental science subject themes. The Virtual Maths project has for instance previously been awarded the BE2 2011 award for the best education and learning project for social media in the built environment.

Libraries and Learning Innovation (LLI) and Information, Media and Technology Services (IMTS) play a key role in the student and staff experience at Leeds Beckett University. Their library, computing, information systems, reprographic, media and learning technology services support the teaching, learning and research needs of staff, as well as students.

Integrated library, computing and media facilities are provided in libraries based on each of the University’s campuses at City Campus and Headingley. Some facilities are also available in Cloth Hall Court and in the Carnegie Stand and Pavilion.
LLI which holds the Customer Service Excellence standard, aims to maximise choice and flexibility in the way in which students and staff on the course learn by providing a range of study environments, off-campus support, online access and dispersed facilities. The Library opens 24 hours every day of the year providing over 2100 study places of which approximately 800 offer access to computing or multi-media facilities. Wireless networking is available throughout the Library and across much of the University’s estate and wireless enabled laptop PCs are available for loan within The Library.

Learning and Teaching Activities

In addition to the formal lectures, tutorials, laboratory sessions are embedded in the delivery to help to reinforce the learning process. The feedback and progress assessment, extracurricular seminars, field trips and the involvement of industry experts as guest speakers will be enhanced to enrich the learning experience and students’ knowledge of current issues within the construction industry.

At level 4, students understanding of the technology of construction are enhanced through site visits and industry mentoring provisions which have been established through the Construction Sector network CSN and other industry partners. These strategies help to diversify the teaching but also help students with no construction experience to gain access to a construction site and witness the process in practice.

The Leeds Sustainability Institute and CeBe organise workshops and seminars where industry practitioners convene to tackle topics on the low carbon and sustainability and many other challenges to effective management of the construction process. For instance, leading companies and construction legal experts held a workshop in the Rose Bow to share experiences on some of the challenges the industry faces in view of the impending European Safety legislation. Students who attended the workshop asked for handouts and information was also posted on the VLE for students who could not make the meeting.

At level 6, every year, industry practitioners are invited to assess students and provide feedback on their final year management and design project presentations.

These arrangements offer a varied learning and teaching experience for students. In this regard, the course is quite unique in that we draw on the input of industry relevant practice into our curriculum. We are confident that students develop vocational skills and have a real understanding and appreciation of the role of a construction manager in the construction industry.

Graduate Attributes (UG only)

All our undergraduate students will develop distinctive attributes. Students will:

- be enterprising
- be digitally literate
- have a global outlook.
These attributes have been chosen in order to enhance students’ employability prospects and provide skills for graduates to cope in the wider world in the future, as well as to enhance each student’s learning experience.

Enterprising attributes: The very nature of the course ensures that students develop an enterprising, digital and global outlook. The inclusion of modules such as Building Information Modelling (BIM) is further enhanced in the Refurbishment and Retrofit of existing Buildings module. The tasks set equip students with enterprising skills which they use to derive a set of measures to equip a domestic or non-domestic building with construction elements deemed not necessary or available at the time of design. Through use of digital software students add value, enhanced through the energy efficiency function solely to create a warmer and comfortable building leading to lower energy bills for the user.

Digital literacy is promoted through BIM. These modules will enable students to be more practical, and more oriented towards solving problems, using BIM software such as AutoCAD, REVIT at level 5. The skills gained are then embedded in the refurbishment and retrofit of existing buildings at level 6 through project planning, evaluating and team working skills. Access to design software at level 6 through BIM such as REVIT enable students to digitally conceptualise low carbon retrofitting applications and gain skills which are intrinsically connected to the world of work and enterprise.

- The use of the Virtual Learning Environment in teaching and learning in all the modules
- The use of digital technologies that model the design of buildings and the associated cost and programme (3D, 4D, and 5D modelling)
- The full use of BIM software at levels 5 and 6 respectively culminate into practical retrofit solutions that reflect industry-wide practices.
- The use of digital technologies that track and estimate the position and location of building components and topographical features

The global outlook is encouraged and embedded in modules in which enterprising and digital attributes are taught to reflect industry-wide practices

- Teaching staff who have international construction experience and who bring that experience into their teaching
- Embedding sustainability into teaching throughout the course
- Examining and evaluating construction techniques and practices in other countries and utilising examples, case studies and the like drawn from diverse national/cultural contexts.
- Valuing diverse perspectives and experiences brought into the course; enabling other students also to see the value in these.

The development of a Global Outlook is approached developmentally: at Level 4 the emphasis is on the sustainability and international diversity of practice; at Level 5 the approach is widened to embrace inclusivity that is explored and practised through management practice recognising the rich contribution of diverse others.
- At level 6 Independent learning and research attributes which form an important part of the course. In the final year students will complete a supervised dissertation on an approved construction-related subject of their choice. This Independent piece of work enables students to show their research skills, and ability to collect, surmise and interpret relevant data gathered to form and generate meaningful and logical conclusions about an industry relevant theme. The learning attributes associated with a successful dissertation are well valued by employers throughout the industry.

- At level 6, students explore a case study building suffering extensive disrepair using Intensive surgical examination of past construction methods using digital thermal calculations software to derive appropriate construction elements not included at the design stage. Students derive retrofit solutions that should add value and new purpose enhanced through the energy efficiency function in order to create a warmer and comfortable building with evidence of how this leads to lower energy bills for the user.

On graduating on the sandwich degree programme, students gain real-life experience of working within the industry through a work placement. The course team have past contacts from previous successful attachment of students from within the UK, USA, Canada, Africa and Australia. Furthermore, our students' practical knowledge and understanding of construction management is enhanced through our liaison with industry partners who allow students to take part in site visits, workshops and seminars. These initiatives enable students to acquire transferable skills especially valuable to potential employers.

**Use of the Virtual Learning Environment**

The university has a Virtual Learning Environment, Blackboard Vista, and it supports the university’s Assessment, Learning & Teaching Strategy in respect of technologically-enhanced learning. The university encourages the use of the VLE across all courses. The course team recognises the need to provide a diverse and flexible learning environment and continues to expand the use of the VLE across the course. The use of the VLE incorporates interactive games, quizzes, online assessments, podcasts, access to videos, links to social networks, discussion boards and online feedback.

A Virtual construction site has been developed as a good example of to engage students digitally by using the latest media technologies, photorealistic virtual tours of building projects. Students can navigate each site, viewing projects at different stages of construction and access more detailed information via hot spots superimposed on the panoramic scenes. Other resources have been developed such as the Low Carbon Housing Learning Zone and Virtual Maths that provides imaginative, interactive support to learning in a number of Maths topics. The Virtual Site is used by students to develop their skills, for example in Surveying, and material from the Site is incorporated in student Independent Learning Portfolio.

**Use of Blended-Learning**

N/A
Student Support Network

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators works closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students’ Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is StudentHub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students’ Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.

Assessment Strategy

Assessment is used to support student learning as well as to assess it. This is achieved by being clearly linked to and aligned with Learning Outcomes and providing opportunities to build on feedback.

A varied diet of assessment is provided, including: coursework assignments; presentations; practical work; reports; essays; group projects; individual projects; phase tests’ and end examinations. The assessment strategy is based on a transition from summative assessment of knowledge and understanding through examination and phase test at level 4s, to increasing application through projects and group work at Level 5 using assessments that prepare students for learning about the reality of the future workplace and wider society. At Level 4 formative assessment is achieved through self-assessed tutorial exercises. At Level 5 and level 6 there is a move to assessment of application through self-directed management of project-based work and working in teams to derived common solutions.
Feedback on Assessed Coursework

At the beginning of the semester, students will be made aware when it is that they are to receive feedback and what form it will take.

The course strategy is that all assessed coursework will be returned to students with comments within three weeks. Every module leader will dedicate some tutorial feedback sessions. Such sessions will include individual feedback, provided verbally and in written form. Where elements of group work are involved, then general feedback on the performance of a group submission will also be given to the students.

Module Assessment Methods

<table>
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<tr>
<th>Module Titles</th>
<th>Core (Y)</th>
<th>Course Assignment</th>
<th>End Examination</th>
<th>Phase Examination</th>
<th>Project</th>
<th>Course Assignment</th>
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<td>Management &amp; Design Project</td>
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<td>Conservation, Adaption &amp; Refurbishment of Buildings</td>
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**Employability and Professional Context**

Through a number of construction practical scenarios delivered in various modules Domestic and Non domestic Construction in which industry professionals are involved in delivery of seminars, site visits to various medium and large scale construction projects, guest lectures on emerging themes in industry. In modules such as Dissertation industry practitioners are invited to speak to students on various themes and issues affecting the wider industry. Therefore, students on the course develop excellent design, production, management and leadership skills. Furthermore in modules such as The Management and Design Module, Refurbishment and Retrofitting of Existing Buildings, project tasks undertaken by students enable them to work efficiently in teams and in the process acquire the project management skills which are recognised industry-wide. This earlier exposure to site practice impacts on students’ decision as to what aspect of construction sector they wish to specialise in.

**Career paths**

Many students as graduates initially obtain positions in middle management with construction companies. These may be site or office-based and the roles encompass: site engineering, surveying, planning, estimating, Purchasing and sub-agent work.

The majority of students make use of the transferable skills developed during the course of study by taking up positions in related fields with Local Authorities; Housing Associations, Housing Trusts, or private consultants.

It is not untypical for our graduates to work effectively in a variety of construction-related professions, including: Construction and Building Management, Project Management, Building Surveying and Site Surveying/Engineering Quantity Surveying.
Building Refurbishment and Building Control
Career path

Professional Body membership:
Students who register on the course are encouraged to become student members of the Chartered Institute of Building CIOB. Graduates may apply for full corporate membership upon gaining professional competence.

Our graduates are also exempt from the Association of Building Engineers (ABE) professional exams.

Postgraduate study
Students successfully completing their degree with 2.1 and better will be eligible to pursue postgraduate study at MSc and MPhil level within and at other Universities in Construction and Project Management; MSc in Dispute Resolution; Building Surveying

Work-Related Activities
The requirement for this is substituted by:
- Site visits,
- Guest speakers,
- Extended research seminars via Leeds Sustainability Institute-LSI involving industry professionals on current and ongoing topical issues within the curriculum
- Laboratory sessions and
- PDP sessions (only open to Level 4 and level 5 students)
- Virtual site which has live and really practical simulations of construction projects.
- These activities enable a level playing field for students who come on a course without any site experience.

The School values the opportunity to ensure that our refocused courses are designed to offer all students the opportunity to participate in work-related learning.

We recognise that this may take a number of different forms depending on the academic and professional context of each course and that every course will seek to embed 2 weeks or equivalent work related learning into the core modules. This could include: placement, live projects, externally led/employer briefs, work experience, internships, business start-up, community based learning, volunteering opportunities or an e simulation. In addition many students will be engaged in some form of paid work during their time at university. Any of these opportunities can lead to WRL and courses will seek to provide opportunities for students to document the experience and maximise the opportunity for learning.

Placement or Work-Related Activity Level:

The placement year normally consists of a minimum of 48 weeks in a single block with a single employer though exceptionally students may change employer with the approval of the course leader. The formal relationship is directly between the student and the company.
While they are on their placement the students have to remain as registered students with Leeds Beckett University.

There are definite benefits to be gained from the placement regardless of the actual type of company, projects, or specific tasks, which a student experiences. However, they can only be appropriated when students stop to reflect on these experiences, develop new ideas and approaches as a result of such reflection, put them into practice and again review the outcomes. The student gains more from a structured appreciation of their learning and is able to take a more practical approach to analyses and therefore able to offer an informed argument based on their site experiences compared to another student without a similar background who may therefore be abstracting from theoretical and/or third party sources only.

Students receive a Yearbook, which outlines the objectives of the placement year, assessment, and the role of visiting tutors. The Yearbook contains a diary of professional experience together with personal and vocational development sheets, which are to be completed by the student. While on placement, the students and their prospective employers are required to complete a Health and Safety assessment form, satisfactory completion of which is required for the placement to be approved. A visiting tutor is appointed from within the team responsible for managing the placement for its duration. During the visit the tutor will examine the nature and extent of the professional experience, discuss placement learning, monitor and guide progress with regard to the selection of a dissertation topic and discuss with the work based mentor the student's overall performance and progress.

Placement or Work-Related Activity Length in Weeks:

Students who register on the course are encouraged to become student members of CIOB and to take part in local CIOB branch activity e.g. the NOVUS project as well as in CIOB regional talks.

The course development team has teamed up with two well established and reputed construction companies: BAM, and Balfour Beatty to draw a common understanding of our each other’s needs. Both companies have agreed to a close collaboration with the course development Team in bringing industry practice into the lecture rooms. The course team has since begun to engage with Balfour Beatty who have agreed to position cameras on the projects which will involve the construction of two police stations in Leeds and Wakefield, allowing students to see the progress of the projects in real time. Balfour Beatty further agreed to:

- Support the team through students’ site visits at various stages of the construction projects. This will enable our students to not only witness construction operations in person but draw theory and practice together.
- Offer guest lectures, in supply chain management, Health and Safety and contracting methods and sustainability in practice from inception to commissioning.
- Offer opportunities for students to shadow experience managers during inter-semester breaks.
- Allow students undertaking site related dissertation topics to be mentored on site where such a topic relates to site operations.
- Position cameras on projects to beam back to the Virtual site whereupon students can then reload in their own comfort and see construction operations taking place live on a building project.

The Built Environment has also already formalised linked with Keepmoat, Frank Haslam Milan, to promote health and safety planning lectures to students on both construction management and civil engineering awards. Further discussions with BAM are on-going in developing their links with the course and promoting student placements on the new Arena project in Leeds.

A further understanding has been made with the Construction Sector Network, which has agreed to act as a conduit for contractors willing to serve on our Industry Liaison board.

**Type of Placement or Work-Related Activity:**

Minimum placement period is 48 weeks
A sandwich placement should enable students to:
- enhance their competence in the application of professional skills
- contextualise further their theoretical studies
- reinforce their ability to identify and develop vocational, intellectual and personal skills.

The impact on the student experience is expected to be very positive. The experience so far suggests that a number of students each year perform so well that they are employed by the company and continue their studies part time. The benefit that sandwich students gain has always been evident in the degree classifications obtained in comparison with students who do not have a sandwich year, this trend is expected to be the same. The difference in performance is most marked in the Dissertation module in which the individual experience the students gains from the placement comes through the material presented and the practical or relevance that is given to the dissertation.

Given the susceptibility to changes in the economic climate it is unfortunate that not all students are able to find a placement. On average about 8 students of 35 manage a placement (22%).

**Reference Points used in course design and delivery**

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA website at http://www.qaa.ac.uk/reviews-and-reports
We appoint External Examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the FHEQ (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.