



NMITE Programme specification – BSc (Hons) Sustainable Built Environment

1. Overview/ factual information

Programme/award title(s)	BSc (Hons) Sustainable Built Environment
Date of first Validation	June 2023
Date of latest (re)validation	N/A
Next revalidation	
Credit points for the award	360 credits
UCAS Code	6U02
HECoS Code	K200 (Building) HECoS 100150 (Construction and the Built Environment)
Programme start date and cycle of starts if appropriate.	September 2024 (and 1 intake annually thereafter)
Underpinning QAA subject benchmark(s)	QAA subject benchmark for Land, Construction, Real Estate and Planning (most closely 6.6.4 Construction Management) (Oct 2019) CIOB Education Framework for Undergraduate Programmes (2018 edition) Framework for Higher Education Qualifications (2014) . UK Quality Code for Higher Education (the Quality Code)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	NMITE Graduate Attributes NMITE Guiding Principles for Learning & Teaching
Professional/statutory recognition	NMITE will be seeking accreditation from CIOB.
For apprenticeships, fully or partially integrated Assessment.	N/A

Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT –standard mode of attendance (including 60 credit work placement of 16-week duration)
Duration of the programme for each mode of study	3 academic years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	June 2023

Please note: This specification provides a concise summary of the main features of the programme. More detailed information on the learning outcomes, content, teaching, learning and assessment methods for each module in the programme can be found in the individual module descriptions and programme regulations.

The accuracy of the information contained in this document is reviewed by NMITE and may be verified by the Quality Assurance Agency for Higher Education; changes to this information can only be made through the approved programme and module change procedures.

2. Programme Aims

The programme aims to:

- Nurture a generation of construction professionals who are able to create a more sustainable future;
- Imbue students with the ability to navigate and add value to contemporary building practice, gained through effective learning approaches and interacting with employers and the community;
- Nurture an ability to gain, apply, integrate, and generate value whilst demonstrating sensitivity to environmental, social, legal and ethical responsibilities;
- Encourage a desire to identify problems that need solving and to find creative solutions to society’s challenges; and
- Develop agile, independent, curious, resilient and passionate graduates.

3. Relationship to other programmes and awards

3.1 Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction

N/A

3.2 List of All exit awards:

Cert HE Sustainable Built Environment (120 credits)

DipHE Sustainable Built Environment (240 credits)

BSc Ordinary Degree Sustainable Built Environment (300 credits)

4. Teaching, Learning and Assessment

4.1 Students will be supported on the programme with the following teaching and learning methods:

This is a studio-based course with high levels of social, active and integrative learning. This is complemented by meaningful reflection and consolidation space, well-structured and explicit professional skills, an assessment-for-learning philosophy, and carefully-supported interactions with industry and community.

The programme is challenge-led and utilises a block delivery of learning with deep integration of employers and the community in the learning experience. Modules are taken sequentially and are typically 8 weeks in duration. In each 8-week module, students undertake real-world challenges whilst working predominantly as teams in a studio environment. Each challenge highlights and hones areas of practice in the built environment and embeds sustainability whilst maintaining the integrated approach intrinsic to the programme.

4.2 Students will be summatively assessed using the following assessment methods:

Each module will be summatively assessed using multiple assessments. Assessments may be individual or team submissions, as indicated on module specifications. Across the programme, 38% of credits are assessed in team outputs and 62% individually.

Assessment formats in this programme include designs; videos; posters; performance evaluation reports; tutorial questions; industrial reports; Q&A (oral assessment); risk assessments; monitoring plans; diagnostic reports; project plans; comparative essays; presentations; portfolios; performance management plan; assurance plan; data visualisation; specification; written assessment of case study; role play; dissertation; viva voce.

4.3 Student Development over the course of the programme (by levels as appropriate):

Level 4	Students will be introduced at FHEQ Level 4 to the fundamentals of the built environment through a lens of sustainability, including materials, methods and technologies. In team-based, challenge-led learning, students will be able to apply their developing skills to analyse standard problems in a multi-
----------------	--



	and interdisciplinary way. Throughout FHEQ Level 4, students will develop their independent learning capabilities together with effective collaboration and team-building skills.
Level 5	At FHEQ level 5, students will further deepen and apply their knowledge of the built environment to problems that focus more deeply on the construction lifecycle and integrate their knowledge and skills to date into the planning and managing of more complex projects. Students will be provided with the opportunity to propose alternative solutions to built environment challenges that benefit from sustainable solutions. Half of Level 5 is spent in the work environment on a placement, providing students to experience real context and promoting critical evaluation of what they are learning and their workplace's practices.
Level 6	By the end of FHEQ Level 6, it is expected that students will have become self-motivated, efficient and organised independent learners, classically demonstrated through an independent enquiry- or design-led Bachelor's dissertation. The focus will be on developing a deeper, more nuanced understanding of context and complex, integrated challenges.



5. Admissions Criteria

Provide an overview of typical, expected entry qualifications, including normal UCAS tariff points, any required subjects and IELTS requirements as appropriate:

Students whose first language is not English evidence IELTS grade 7, with a minimum of 6.5 in each component or an acceptable alternative qualification.

Admissions requirements are:

GCSE Maths and English should be Grade 5 or above **AND**

112-128 UCAS points or equivalent **OR**

RPEL admission for applicants with prior experiential learning who demonstrate a strong probability of likely success **OR**

Completion of the NMITE foundation year.

6. Distinctive Programme/ Structure Features

Whilst there has been a reluctance (or lag) in engineering and technology departments to offer courses that specifically target environmental sustainability as a goal, this is undergoing rapid evolution.

BSc Construction Management and BSc Surveying courses are commonly offered and sometimes include sustainable practices – such content is typically in the terminal year or as an MSc specialism. The NMITE degree will weave sustainability throughout the course as a central standpoint, included from Year 1 and in every year of study. In particular, the focus on biogenic materials in the built environment will be unparalleled.

This course offer fits into the demographic that targets sustainable built environments in its broadest (and most accreditable) sense but will offer significant focus on sustainable (and in particular biogenic) materials. The course is also distinguished by an NMITE pedagogy of rich challenge-led learning and extensive industry and community engagement.



7. Support for Students and their Learning

Students at NMITE are able to access a range of support via Student Services, which provides both direct support and signposting on a range of issues, including student living, health and wellbeing, money matters and student engagement and representation. Student Services is based at the Blackfriars campus, and students are able to access support both on a drop-in basis and also via a bookable appointments system.

Each student is allocated a Personal Tutor upon arrival at NMITE. Personal Tutors are the first point of contact for academic advice and guidance. They monitor students' progress, provide structured support for academic and professional development, and support students' well-being, working closely with Student Services.

The Student Support Team meets with the Senior Tutor on a fortnightly basis for a Student Status meeting.

The Academic Skills and Knowhow Centre is a key element in supporting students within NMITE with their broader academic learning. Students are able to both drop into the ASK for support with their learning and book individual and group support sessions.

The BSc is based at NMITE's Centre for Advanced Timber Technology (CATT) at Sklyon Park. This building houses two 700sq m workshops, one for CATT and the other for the Centre for Advanced Manufacturing. The purpose-built 2,500sq m building also houses five studios for classroom learning in addition to breakout spaces. The latter will be used for informal teaching as well as offering continuing professional development (CPDs) and events for the wider industry.

Students have access to 'Canvas' as their VLE, on which they access all key programme information together with a range of learning materials to support students. Students can also use books at Hereford Library and are provided with access to online journals and a 'Resource Room' at the Blackfriars campus.



8. Programme Structure and learning outcomes (for each level of the programme)

8.1 Level 4

Level Learning outcomes

4a Subject-Specific Knowledge and Skills

At the end of level 4, students will be able to:

L4 A1: Explain the organisational context of construction, including the management of processes, performance, projects, and people

L4 A2: Describe the importance and key facets of ethical, professional, and inclusive behaviour in the built environment

L4 A3: Take personal responsibility for safe working practices, and understand key relevant health and safety legislation and practices applied to construction processes and projects

L4 A4: Apply the key principles of five capitals frameworks for sustainability to methods of sustainability assessment and the role of the built environment in achieving a more sustainable world

L4 A5: Summarise key features of the external environment of construction, including political, history, law, economic, social, financial and costing

L4 A6: Analyse the contribution of construction technologies (including building elements, building services, remediation and refurbishment strategies, surveying, building materials, and information systems) to sustainability outcomes



4b Professional Capabilities

At the end of level 4, students will be able to:

L4 B1: In the context of a study environment, demonstrate the skills necessary for a collaborative and productive approach to project work, including setting and reviewing work objectives, monitoring and controlling work activities, effective meeting skills, and productive interpersonal skills and informal communication

L4 B2: Effectively communicate ideas to a technical and non-technical audience through a range of media

L4 B3: Investigate problems, causes and effects and use these to identify and determine solutions to problems

Level 4 Modules

<i>Compulsory Modules</i>		<i>Credits</i>	<i>Is module Compensatable (Y/N)</i>	<i>Level Learning outcome this module supports</i>	<i>PSRB requirements for this module (if applicable)</i>
<i>Code</i>	<i>Name</i>				
T4002	Sustainability and Construction	30	Y	A2 – A4 – A5 – B1 – B3	See CIOB map
T4001	Materials for the Built Environment	30	Y	A3 – A4 – A6 – B1 – B2 – B3	
T4004	Construction Methods	30	Y	A1 – A2 – A3 – A5 – A6 – B1 – B2 – B3	
T4003	Technologies for the Built Environment	30	Y	A1 – A2 – A4 – A5 – A6 – B1 – B2 – B3	

Certificate in Higher Education Sustainable Built Environment – exit qualification on successful completion of all level 4 credits



8.2 Level 5

Level Learning outcomes

5a Subject-Specific Knowledge and Skills

At the end of level 5, students will be able to:

L5 A1: Apply and evaluate their knowledge of managing processes, people, and projects across the lifecycle of a building

L5 A2: Prepare and execute plans that apply key facets of ethical, professional, and inclusive behaviour in the built environment

L5 A3: Analyse and manage health, safety, and welfare in projects, and be able to describe how elevated use of sustainable and natural materials changes commonly held understandings of risk and mitigation

L5 A4: Analyse the contribution of the five capitals framework, and concepts of 'low energy', 'healthy', and 'passive' design, in meeting and anticipating legislative drivers in relation to the impact of the built environment.

L5 A5: Evaluate the external environment of construction, including political, history, law, economic, social, finance and costing and propose solutions that take account of this context

L5 A6: Undertake design option appraisal, which applies and evaluates a range of construction technologies, including building elements, building services, remediation and refurbishment strategies, surveying, building materials, and information systems



5b Professional Capabilities (including work placement)

At the end of level 5, students will be able to:

L5 B1: Professionally communicate ideas to technical and non-technical audiences through a range of media

L5 B2: Utilise project management skills and processes in their work

L5 B3: Evaluate your own strengths and weakness as an emerging professional, and prepare a self-development plan with provision for review and reflection (CIOB 2.2)

L5 C1: Demonstrate the skills necessary for a collaborative and productive approach to project work, including setting and reviewing work objectives, monitoring and controlling work activities, effective meeting skills, and productive interpersonal skills and informal communication

L5 C2: Describe the legal and regulatory context of the job, including construction law, civil law, and health, safety and welfare legislation, and comply with the responsibilities of the role in this regard

L5 C3: Identify the impact/consequences of making decisions and describe the implementation of risk control measures

L5 C4: Investigate the quality of a product, service or process



Level 5 Modules

<i>Compulsory Modules</i>		<i>Credits</i>	<i>Is module Compensatable (Y/N)</i>	<i>Level Learning outcome this module supports</i>	<i>PSRB requirements for this module (if applicable)</i>
<i>Code</i>	<i>Name</i>				
T5002	Built Environment Lifecycle and Circular Economy	30	Y	A2 – A3 – A4 – A5 – B1– B3 – C1 – C2 – C3	See CIOB map
T5001	Construction applications	30	Y	A1 – A2 – A3 – A5 – A6 – B1 – B2 – B3 – C1 – C2 – C3 – C4	
T5003	Industrial Placement	60	N	A1 – A2 – A3 – A4 – A5 – A6 – B1 – B2– B3 – C1 – C2 – C3 – C4	

Exit qualification at this level: **Diploma in Higher Education in Sustainable Built Environment**



8.3 Level 6

Level Learning outcomes

6a Subject-Specific Knowledge and Skills

At the end of level 6, students will be able to:

L6 A1: Select and apply ethical research methods, and analyse, synthesise, and evaluate a key issue in the context of an individual study relevant to the contemporary sustainable built environment

L6 A2: Demonstrate creativity and innovation by applying their cumulative knowledge and skills to create solutions for positive change towards a more sustainable built environment. This will typically include contextual research and a business case, holistic and well-thought-through project plans, technical feasibility studies, compliance evaluations and plans, and cost-benefit and impact analysis.

6b Professional Capabilities

At the end of level 6, students will be able to:

L6 B1: Effectively communicate professional strengths, interests, and achievements in a professional portfolio.



Level Modules

<i>Compulsory Modules</i>		<i>Credits</i>	<i>Is module Compensatable (Y/N)</i>	<i>Level Learning outcome this module supports</i>	<i>PSRB requirements for this module (if applicable)</i>
<i>Code</i>	<i>Name</i>				
T6002	Regulatory Framework and Professional Practice in Construction	30	Y	A1 – B1	See CIOB map
T6001	Construction Project Management	30	Y	A2 – B1	
T6003	Digital Technologies for Retrofitting and Building Management	30	Y	A2 – B1	
T6004	Bachelor’s Built Environment Project	30	N	A1 -A1 – B1	

Exit qualification at this level: BEng Sustainable Built Environment (ordinary degree) (300 credits)



Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for *delivering* particular programme learning outcomes.

Level	Study module/unit	Programme Level Outcomes								
		A1	A2	A3	A4	A5	A6	B1	B2	B3
4	Sustainability and Construction		X		X	X		X		X
	Materials for the Built Environment			X	X		X	X	X	X
	Construction Methods	X	X	X		X	X	X	X	X
	Technologies for the Built Environment	X	X		X	X	X	X	X	X

Level	Study module/unit	Programme Level Outcomes													
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4
5	Built Environment Lifecycle and Circular Economy		X	X	X	X		X	X		X	X	X	X	
	Construction applications	X	X	X		X	X	X	X	X	X	X	X	X	X
	Industrial Placement	X	X	X	X	X	X	X	X	X	X	X	X	X	X



Level	Study module/unit	Programme Level Outcomes		
		A1	A2	B1
6	Regulatory Framework and Professional Practice in Construction	X		X
	Construction Project Management		X	X
	Digital Technologies for Retrofitting and Building Management		X	X
	Bachelor's Built Environment Project	X	X	X