



Programme Specification

BSc(Hons) Construction Management

Section 1: General Information

Awarding Body:	NMITE
Teaching Institution:	NMITE
Programme Title:	BSc (Hons) Construction Management
Total Credits for Award:	360
Interim Exit awards:	Certificate in Higher Education in Construction Management (120 cr) Diploma in Higher Education in Construction Management (240 cr) BEng (ordinary degree) Construction Management (300 cr)
UCAS Code	CMU1 (accelerated) 6U02 (Standard)
HECOS Code	K200
Mode of Study	Full-time – accelerated (2 years) or standard 3 years) (including 60 credit placement across 14 weeks)
Delivery Location:	Skylon Campuses
Professional Accreditation:	Accreditation will be sought via CIOB in the first instance.

Section 2: Programme Aims and Learning Outcomes

Programme Aims

The programme aims to:

- Equip graduates with core construction management competencies, enabling them to lead and deliver successful projects in the built environment, while contributing to 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;
- Instil expertise in essential construction management areas, such as project planning, cost control, risk management, and stakeholder collaboration, while nurturing 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 with a clear professional identity as construction managers, prepared to adapt to evolving industry demands.

Programme Learning Outcomes

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

6a Subject Specific Knowledge and Skills

6a1 Select and apply ethical research methods, and analyse, synthesise, and evaluate a key issue in the context of an individual study relevant to the construction management and the sustainable built environment

6a2: 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 project plans, technical feasibility studies, compliance evaluations, cost-benefit analyses, and impact assessments, framed within construction management contexts.

6b Professional Capabilities

6b1: Effectively communicate professional strengths, interests, and achievement in a professional portfolio

Section 3: Curriculum Structure

Code	Module Title	Credits	Mandatory/ Optional
Level 4			
T4001	Sustainability and Construction	30	M
T4002	Materials for the Built Environment	30	M
T4003	Introduction to Construction Systems and Processes	30	M
T4004	Digital Technologies and Building Performance	30	M
Level 5			
T5001	Built Environment Lifecycle and Circular Economy	30	M
T5002	Construction Process and People Management	30	M
T5003	Industrial Placement	60	M
Level 6			
T6001	Regulatory Framework and Professional Practice in Construction	30	M
T6002	Advanced Leadership and Project Management in Construction	30	M
T6003	Digital Technologies for Retrofitting and Building Management	30	M
T6004	Bachelor's Construction Management Project	30	M

Section 4: Distinctive Programme 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. The BSc Construction Management programme at NMITE is explicitly designed to provide a robust foundation in construction management principles, preparing students for professional practice in the field.

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. In contrast, the NMITE BSc Construction Management degree integrates core construction management principles, including project planning, cost estimation, and contract

administration, with sustainability as a central theme woven throughout the course. Sustainability will be included from Year 1 and in every year of study. This dual focus ensures that students are equipped with both the technical competencies of construction management and the critical understanding of sustainability challenges in the built environment. In particular, the focus on biogenic materials in the built environment will be unparalleled and be closely connected to the research efforts and external partnerships of the Centre for Advanced Timber Technology. Moreover, given the recognised deficiencies of current construction practices learners will be exposed to new technological advances including offsite and modern methods of construction.

This course offer fits into the demographic that targets sustainable built environment in its broadest (and most accreditable) sense, with significant focus on sustainable (and, in particular, biogenic) materials. It aligns with construction management's core principles while extending the discipline into areas of emerging relevance, such as sustainable construction technologies and methods. The course is also distinguished by an NMITE pedagogy of rich challenge-led learning and extensive industrial and community engagement and will make broad use of digital technologies in the built environment and related activities, from how to paginate a document to BIM and monitoring datasets.

Section 5: Teaching, Learning, Assessment & Support for Learners

Teaching & Learning

This is a studio-based course with high levels of social, active, and integrative learning. It is explicitly designed to prepare students for careers in construction management by emphasizing both the technical and managerial aspects of the discipline. 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 community in the learning experience. This approach ensures students gain hands-on experience in core construction management practices such as project planning, cost estimation, contract management, and stakeholder engagement. Modules are taken sequentially and are typically 7 weeks in duration. In each 7-week module, students undertake real-world challenges whilst working predominantly as teams in a studio environment. These challenges are designed to simulate professional construction management scenarios, allowing students to develop critical problem-solving, team leadership, and decision-making skills. Each challenge highlights and hones areas of practice in the built environment and embeds sustainability whilst maintaining the integrated approach intrinsic to the programme.

Support for Students and their Learning

Students at NMITE can access a range of support via Student Services, who provide 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 across both the Blackfriars and Skylon campuses, and students can access support both on a drop-in basis or 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' wellbeing, working closely with the Student Services.

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

The BSc is based at NMITE's Construction Excellence award winning for social value Skylon campus. This building houses two 700m² workshops and five 100m²/each studios. The building is of hybrid construction and acts as "Living Lab" showcasing timber modern methods of construction and hosts the Centre for Advanced Timber Technology (CATT). CATT was established in partnership with sector to "stimulate collaboration across the industry both vertically (seed to end product) and horizontally (architecture, construction, digitalisation) as a common theme together with showing a wider audience how rewarding a career in timber can be." CATT UK wide collaborations have connected local sustainable forestry management and construction practice ecosystems resulting in new research efforts to maximise the value of English woodland resource, create award- winning training and educational programmes (CIAT and CIOB endorsed), and stimulated local impact with national relevance as evidence by the 2023 UK Government Timber in Construction Roadmap citing it for best practice approaches. Via these extensive efforts CATT has established itself as a recognised centre of excellence and is a CITB Accredited Training Organisation. This network of partnership and profile will be leveraged to maximise student placement opportunities.

Students will use Canvas as their Virtual Learning Environment (VLE), where they can access all key programme information together with a range of learning materials to support their study. Students also consult books at Hereford Library and are also provided with access to online journals and a 'Resource Room' at the Blackfriars campus.

Assessment

Each module will be summatively assessed using multiple assessments. Assessments may be individual or team submissions and this is indicated on module specifications. Across the programme, teams and individual assessments are split roughly equally. Assessment formats in this programme include: designs; video; posters; performance evaluation report; tutorial questions; industrial report; Q&A (oral assessment); risk assessments; monitoring plan; diagnostic report; project plans; comparative essay; presentation; portfolio; performance management plan; assurance plan; data visualisation; specification; written assessment of case study; role play; dissertation; viva voce.

Across the programme, students undertake both individual assessment and team based assessment. NMITE has a range of strategies to support effective teamworking and a policy that allows for individual marks to be awarded to individual students in the case of groupwork where there is evidence that individual achievement of learning outcomes is inconsistent between group members.

Section 6: Admissions Criteria

Admissions requirements are:

- GCSE Maths at Grade 4 or above **AND**
- GCSE English at Grade 5 or above **AND**
- 96 UCAS points or equivalent **OR**
 - RPEL admission for applicants with prior experiential learning who demonstrate a strong probability of likely success **OR**
 - BTEC Nationals and Apprenticeships **OR**
 - Overall pass in International Baccalaureate including at least 16 points from three Higher Level subjects **OR**
 - Successful completion of the NMITE foundation year.

Students whose first language is not English:

- IELTS 6.0 (with minimum of 5.5 in each component), *on condition of students having received English-medium instruction and passed a qualification at Level 2 or above;*
- IELTS 6.5 (with a minimum of 6 in each component), *where students do not have English-medium instruction at Level 2 or above.*

Section 7: Internal and External Reference Points

QAA Subject Benchmark Statement	Land, Construction, Real Estate and Surveying (2024)
Other external Benchmarks used to inform Programme	CIOB Education Framework for Undergraduate Programmes - 2018 Edition The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies UK Quality Code for Higher Education 2024
Internal Reference Points	NMITE Graduate Attributes.docx NMITE Guiding Principles for Learning and Teaching .docx



Section 8 Programme Structure and level learning outcomes

8.1 Level 4

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

4a Subject Specific Knowledge and Skills

4a1: Describe the organisational context of construction, focusing on key construction management principles, including the coordination and oversight of processes, performance, projects, and people

4a2: describe the importance and key facets of ethical, professional, and inclusive behaviour in the built environment, emphasizing their role in effective construction project management and team leadership.

4a3: Take personal responsibility for safe working practices, and understand key relevant health and safety legislation and practices as applied to construction management and site operations.

4a4: Describe the key principles of five capitals frameworks for sustainability, methods of sustainability assessment, and the role of the built environment in achieving a more sustainable world, with specific reference to construction management decision-making and practices.

4a5: Describe the external environment of construction, including political, history, law, economic, social, finance, and costing, and its influence on construction management strategies.

4a6: Describe and illustrate a range of construction technologies including building elements, building services, remediation and refurbishment strategies, surveying, building materials, and information systems, with an emphasis on their application in construction management to enhance project outcomes and sustainability.



4b Professional Capabilities

4b1: 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

4b2: Effectively communicate ideas to a technical and non-technical audience through a range of media

4b3: Investigate problems, causes and effects and use these to identify and determine solutions to problems



Level Modules

		<i>Credits</i>	<i>Is module Compensat able (Y/N)</i>	<i>Level Learning outcomes this module supports</i>	<i>PSRB requirements for this module (if applicable)</i>
<i>Code</i>	<i>Name</i>				
T4001	Sustainability and Construction	30	Y	A2 – A4 – A5 – B1 – B3	See CIOB map
T4002	Materials for the built environment	30	Y	A3 – A4 – A6 – B1 – B2 – B3	
T4003	Introduction to Construction Systems and Processes	30	Y	A1 – A2 – A3 – A5 – A6 – B1 – B2 – B3	
T4004	Digital Technologies and Building Performance	30	Y	A1 – A2 – A4 – A5 – A6 – B1 – B2 – B3	

Certificate in Higher Education Construction Management– exit qualification on successful completion of all level 4 credits (120)



8.2 Level 5

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

5a Subject Specific Knowledge and Skills

5a1: Apply and evaluate their knowledge of managing processes, people, and projects across the lifecycle of a building, demonstrating construction management competencies in real-world contexts.

5a2: Prepare and execute plans that apply key facets of ethical, professional, and inclusive behaviour to construction management scenarios in the built environment.

5a3: Analyse and manage health, safety, and welfare in projects, developing risk management strategies tailored to construction projects and identifying how sustainable and natural materials influence these considerations.

5a4: Analyse the contribution of the five capitals framework, and concepts of 'low energy', 'healthy', and 'passive' design to construction management practices, particularly in meeting and anticipating legislative drivers.

5a5: Evaluate the external environment of construction, including political, history, law, economic, social, finance and costing, and propose construction management solutions that address these complexities effectively.

5a6: 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, assessing their impact on construction project outcomes and sustainability goals.



5b Professional Capabilities

- 5b1: Professionally communicate ideas to technical and non-technical audiences through a range of media
- 5b2: Utilise project management skills and processes in their work
- 5b3: Evaluate own strengths and weakness as an emerging professional, and prepare a self-development plan with provision for review and reflection
- 5c1: 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
- 5c2: Describe the legal and regulatory context of the job, including construction law, civil law, and health, safety and welfare legislation, and comply with responsibilities of the role in this regard
- 5c3: Identify the impact/consequences of making decisions and describe the implementation of risk control measures
- 5c4: Investigate the quality of a product, service or process



Level 5 Modules

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

Exit qualification at this level: **Diploma in Higher Education in Construction Management**



8.3 Level 6

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

6a Subject Specific Knowledge and Skills

6a1: Select and apply ethical research methods, and analyse, synthesise, and evaluate a key issue in the context of an individual study relevant to the construction management and the sustainable built environment

6a2: 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 project plans, technical feasibility studies, compliance evaluations, cost-benefit analyses, and impact assessments, framed within construction management contexts.

6b Professional Capabilities

6b1: Effectively communicate professional strengths, interests, and achievement 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>				
T6001	Regulatory Framework and Professional Practice in Construction	30	Y	A1 – B1	See CIOB map
T6002	Advanced Leadership and Project Management in Construction	30	Y	A2 – B1	
T6003	Digital Technologies for Retrofitting and Building Management	30	Y	A2 – B1	
T6004	Bachelor's Construction Management Project	30	N	A1 -A2 – B1	

Exit qualification at this level: BEng Construction Management (ordinary degree) (300 credits)

Version Control: BSc (Hons) Construction Management Programme Specification	
Version No	V2
Date (Re)Approved	July 2026
Approval Authority	Academic Council
Summary of Changes made to this Version	• Change to Admissions Criteria • Introduction of new template (including reordering of sections to meet IET requirements) • Removal of sections detailing relationship to other awards & level descriptions

Please note: This specification provides a concise summary of the main features of the programme. More detailed information on the learning outcomes, content, and teaching, learning and assessment methods for each module on 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; changes to this information can only be made through the approved programme and module change procedures.