

**University of Plymouth**

**Academic Partnerships**

**CORNWALL COLLEGE**

**Programme Specification**

**HNC Construction and the Built Environment**

**Academic Year 2021-2022**



**UNIVERSITY OF  
PLYMOUTH**

*If you require any part of this Handbook in larger print, or an alternative format, please contact:*

HE Operations

E-mail: (*cornwallhea@cornwall.ac.uk*)

**Please note:**

All the information in this Handbook is correct at the time of printing.

The Cornwall College Group is proud of its teaching and research and it undertakes all reasonable steps to provide educational services in the manner set out in this Handbook and in any documents referred to within it. However, it does not guarantee the provision of such services. Should industrial action or circumstances beyond the control of the College interfere with its ability to provide educational services, the University undertakes to use all reasonable steps to minimise the resultant disruption to those services.



# PROGRAMME SPECIFICATION

**Programme Title:** HNC Construction and the Built Environment

**Partner Delivering Institution:** Cornwall College, Camborne

**Start Date:** September 2021

**First Award Date:** July 2022 (FT), July 2023 (PT)

**Date(s) of Revision(s) to this Document:** 11 November 2019/ 02 November 2020/ 02 November 2021

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## PS1. Programme Details

<b>Awarding Institution:</b>	University of Plymouth
<b>Partner Institution and delivery site(s):</b>	Cornwall College, Camborne
<b>Accrediting Body:</b>	N/A
<b>Language of Study:</b>	English
<b>Mode of Study:</b>	Full- time and Part Time
<b>Final Award:</b>	Higher National Certificate (HNC) Construction and the Built Environment
<b>Intermediate Award:</b>	N/A
<b>Programme Title:</b>	Higher National Certificate (HNC) Construction and the Built Environment
<b>UCAS Code:</b>	N/A
<b>HECOS Code:</b>	100151
<b>Benchmarks:</b>	This programme has been produced in line with the FHEQ and the Foundation Degree Characteristics. It has also been aligned to the QAA Benchmark covering Construction, Property and Surveying (2008)
<b>Date of Programme Approval:</b>	19 May 2016

## PS2. Brief Description of the Programme

*This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation (Approx. 200-250 words)*

The Higher National Certificate (HNC) in Construction and the Built Environment is an introductory higher education qualification which offers a focussed selection of traditional and contemporary construction and civil engineering subjects informed by the needs of industry.

The primary purpose of our HNC in Construction and the Built Environment is to train technologists for the construction industry by providing a high-quality learning experience for both new entrants and those progressing from level 3 technician and craft courses. This course is targeted at people who are pursuing a career in, sustainable construction, building surveying, building control, quantity surveying, civil engineering, structural engineering and construction management. It is also applicable to anyone involved with the design, production or management of structures buildings and is a recommended pathway for progression from tradesperson to management and beyond.

The HNC in Construction and the Built Environment will cover a targeted range of contemporary vocational skills; for example, utilising the latest equipment and techniques for surveying, setting out, construction drawing and the sustainable use of building materials; thus, enabling students to make an immediate contribution when employed in the construction sector.

Completing the programme will make you more versatile, more employable, multi-skilled and professionally competent in your chosen career. A variety of different teaching styles enables you to learn in an effective manner, ensuring that you have the right knowledge and skills to excel in the workplace. The programme will also equip you with communication, team working and time management skills, making you a more effective student and employee.

### **PS3. Details of Accreditation by a Professional/Statutory Body (If Appropriate)**

N/A

### **PS4. Exceptions to Plymouth University Regulations**

*(Note: Plymouth University's Academic Regulations are available internally on the intranet:*

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations>

None

### **PS5. Programme Aims**

#### **This programme will deliver:**

- A1. Preparation of learners for a range of technical, professional and management careers in construction and the built environment by providing specialised studies which are directly related to individual occupations and professions learners are currently working in or in which they intend to seek employment.
- A2. Development of learners to make an immediate contribution in employment in the construction and built environment sector.
- A3. The development of knowledge, understanding and a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life and as a basis for progression to graduate and postgraduate studies.
- A4. Further study, career development and progression from a Technical Certificate at level 3 within or following an Advanced Apprenticeship.
- A5. A vehicle for delivering the higher-level construction skills needed by business and industry in Cornwall, including the priority sectors identified by the Local Enterprise Partnership

### **PS6. Programme Intended Learning Outcomes (ILO)**

#### **By the end of this programme the student will be able to:**

- LO1. Demonstrate an understanding of the Construction and Civil Engineering industries.
- LO2. Prepare themselves for a range of technical, professional and management careers in construction and/or civil engineering, developing a positive attitude to a planned career development, based on a sound knowledge of the alternative routes available and a balanced view of their own abilities and opportunities for progression.
- LO3. Develop an understanding of legislation, as applied to the Construction industry.

- LO4. Develop their abilities to cope with the various constraints that might be imposed upon them in providing viable solutions to managerial, economic, and technical problems.
- LO5. Demonstrate a knowledge and understanding of essential facts, concepts, theories and principles of construction disciplines and the underpinning science and mathematics and will have an appreciation of the wider multidisciplinary construction context and the underlying principles.

Recognise and develop their own employability and professional skills through opportunities to discuss and reflect upon individual and team tasks

## PS7. Distinctive Features

*This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation:*

1. There are currently no alternative providers in Cornwall offering an HNC in Construction, therefore this programme will fill a gap in the education and skills market in Cornwall.
2. Available across the Cornwall College Group, this programme will make full use of our specialist facilities and awarding-winning links to local business for real-life case studies.
3. Developed as a direct response to local industry demands for technician and professional progression in the construction sector; the modules have been developed in consultation with employers and professional bodies for the construction sector
4. Cornwall College has long established success with Level-3 courses in Construction and Civil Engineering and this programme will provide an internal higher education progression route for these students.
5. Extensive links with employers throughout Cornwall and beyond means that students learn how to solve real construction problems that are relevant to companies.

## PS8. Student Numbers

*The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur and staffing and resource planning:*

*Minimum student numbers per stage = 10*

*Target student numbers per stage = 20*

*Maximum student numbers per stage = 30*

## PS9. Progression Route(s)

*Approved “progression route(s)” are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is an approach employed primarily for Foundation Degree students to “top-up” to complete a Bachelor degree, but may be employed for other award types.*

*This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however, progression opportunity, if not available in the first year of application, is guaranteed within 3 years.*

*Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.*

Upon successful completion of the HNC Construction and the Built Environment students will be able to progress to Stage 2 (Level 5) of the FdSc Construction and the Built Environment at Cornwall College.

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

## PS10. Admissions Criteria

Entry Criteria (Qualifications)	Details
Functional Skills	L2 Literacy and L2 Numeracy
GCSE (or equivalent)	Minimum of Grade C/grade 4 in Maths, English Language and Science (if science-based programme)
AS/A Levels	HNC/HND/Fd - 48 UCAS tariff points to include at least 32 points from A2 level in appropriate subjects
BTEC National Diploma/Extended Diploma	HNC/HND/Fd – 48 UCAS tariff points – PPP grades in an appropriate subject
BTEC L3 Diploma	HNC/HND/Fd – 48 UCAS tariff points –
BTEC 90 Credit Diploma/Subsidiary Diploma	HNC/HND/Fd – 48 UCAS tariff points – in an appropriate subject and considered only with combination of other relevant level 3 qualifications
City & Guilds (land based) L3 Diploma	*L3 Diploma - HNC/HND/Fd – 48 UCAS tariff points – M grades in an appropriate subject *Usually accepted in combination with other relevant L3 qualifications
City & Guilds (land based) Extended Diploma	HNC/HND/Fd – 48 UCAS tariff points - P grades in an appropriate subject
City & Guilds (land based) Advanced Technical Extended Diploma	HNC/HND/Fd – 48 UCAS tariff points – PPP grades in an appropriate subject
City & Guilds (land based) Subsidiary Diploma	HNC/HND/Fd – 48 UCAS tariff points – D grades in an appropriate subject
City & Guilds (land based) 90 Credit Diploma	HNC/HND/Fd – 48 UCAS tariff points – M grades in an appropriate subject
Access to HE Diploma	Successful completion of Access to HE Diploma with at least 45 credits at level 3 in an appropriate subject
International Baccalaureate	24 points
Irish/Scottish Highers	HNC/HND/Fd - 48 UCAS tariff points to include at least 32 points from Scottish Advanced Highers/Irish Highers
Other Level 3 qualifications	Will be taken into consideration and dependent upon subject area and number of units studied
Mature Applicants (over 21)	Mature applicants with relevant experience but without the stated entry qualifications will be considered individually at interview
Accreditation of Prior Learning	



Independent Safeguarding Agency (ISA)/Disclosure and Barring Service (DBS) clearance required	
Capability statement	

## PS11. Academic Standards and Quality Enhancement

*The Programme Leader/Manager (or the descriptor) leads the Programme Committee in the Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed changes to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.*

*Elements of this process include engaging with stakeholders. For this definitive document it is important to define:*

### **Subject External Examiner(s):**

An Interim visit by External Examiner (EE) (usually between January and February) will review work that has been marked, consult students and feed back to the programme manager and module leaders and course team.

Subject Assessment Panel (SAP) reviews the assessment marking and is scrutinised by the subject EE. Representatives of the team review and present their module marks for each student on the programme.

The annual Award Assessment Board (AAB) takes place with Programme Manager, the awarding body's partnership member and the External to receive the students work and confer progression or award.

### **Additional stakeholders specific to this programme:**

Students have the opportunity to discuss the programme independently, twice a year in the Student Review. This forms part of the discussion for the annual programme monitoring in the autumn and spring of each academic year.

The Student Perception Questionnaire (SPQ) is administered during the year and feeds into the programme review.

Students Representatives attend Annual Programme Monitoring (APM) to contribute student views alongside Module Leaders, the Programme Manager and the Assistant Registrar to monitor module delivery and the course provision.

Local construction companies, 3<sup>rd</sup> Sector organisations and public/ Industry bodies consulted in the design of this programme, include MIDAS Construction, Gilbert & Goode, The Eden Project, Cornwall Council, The Isles of Scilly Local Enterprise Partnership and The Construction & Industry Training Board.

## PS12. Programme Structure

<b>College:</b>		<b>Cornwall College Camborne</b>		<b>Programme Title:</b>	<b>HNC Construction &amp; The Built Environment</b>
<b>Academic Year:</b>		<b>2021-2022</b>		<b>Mode of Attendance</b> <b>Course Duration:</b>	<b>Full Time over 1 year</b>
<b>Plymouth Programme Code:</b>		<b>5905</b>		<b>Total Credits:</b>	<b>120 At Level 4</b>
<b>FHEQ level: HNC Construction and the Built Environment (Full Time 5905)</b>					
<b>P/T Route Year</b>	<b>When in Year? (i.e. Autumn, Spring etc.)</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>	
1	All Year	Core	20	CORA144 – Applied mathematics for Construction and the Built Environment	
1	All Year	Core	20	CORA145 – Design Principles and Application for Construction and the Built Environment	
1	All Year	Core	20	CORA146 – Science & Materials for Construction and the Built Environment	
1	All Year	Core	20	CORA147 – Health, Safety & Welfare for Construction & the Built Environment	
1	All Year	Core	20	CORA148 – An applied introduction to Site Surveying Procedures for Construction & the Built Environment	
1	All Year	Core	20	CORA150 – Introduction to Project Planning & Development for Construction & the Built Environment	
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<b>College:</b>		<b>Cornwall College Camborne</b>		<b>Programme Title:</b>	<b>HNC Construction &amp; The Built Environment</b>
<b>Academic Year:</b>		<b>2021-2022</b>		<b>Mode of Attendance</b> <b>Course Duration:</b>	<b>Part Time over 2 years (indicative)</b>
<b>Plymouth Programme Code:</b>		<b>5906</b>		<b>Total Credits:</b>	<b>120 at Level 4(60 credits per academic year)</b>
<b>FHEQ level: HNC Construction and the Built Environment (Part Time 5906)</b>					
<b>P/T Route Year</b>	<b>When in Year? (i.e. Autumn, Spring etc.)</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>	
1	All Year	Core	20	CORA147 – Health, Safety & Welfare for Construction & the Built Environment	
1	All Year	Core	20	CORA148 – An applied introduction to Site Surveying Procedures for Construction & the Built Environment	
1	All Year	Core	20	CORA150 – Introduction to Project Planning & Development for Construction & the Built Environment	
2	All Year	Core	20	CORA144 - Applied mathematics for Construction and the Built Environment	
2	All Year	Core	20	CORA145 – Design Principles and Application for Construction and the Built Environment	
2	All Year	Core	20	CORA146 – Science & Materials for Construction and the Built Environment	

## PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment

*Developing graduate attributed and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalised. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.*

*Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:*

FHEQ level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p><b>Knowledge / Understanding:</b></p> <p>For this programme the following has been informed by the QAA Foundation Degree Qualification Benchmark (2010), the QAA Subject Benchmark covering Construction, Property and Surveying (2008)</p> <p>Learners will acquire knowledge and understanding of the essential concepts, theories and principles of their construction discipline across several of the following: Physical and financial appraisal of buildings; legal principles, economic theory and applied economics, design, construction, performance of buildings, resource management; investment analysis, corporate real estate management and the application of business management theories.</p>				<p>Formative class exercises using materials science and mathematical principles.</p> <p>Coursework applying Design Principles and site surveying procedures (COR145), (COR148), (COR150)</p>	

FHEQ level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Learners must demonstrate an ability to describe and key construction concepts, theories and principles.</p>	<p><b>Primary:</b> Lectures, tutorials, exercises, case studies, research</p> <p><b>Secondary/Supplementary:</b> Tutor feedback, peer learning, independent learning, laboratory work</p>	1 & 2	1, 2 & 5	In class tests directed towards the solution of numerical construction problems. (CORA144), (CORA 146)	(CORA145) (CORA148) (CORA150)
<p><b>An explanation for embedding Knowledge and Understanding through Teaching &amp; Learning and Assessment at this level of the programme:</b> The knowledge and understanding discussed is embedded throughout the curriculum in order to provide learners with the essential scientific and mathematical principles to solve construction problems and also how construction is applied in its broadest sense.</p>					
<p><b>Cognitive and Intellectual Skills:</b></p> <p>For this programme the following has been informed by the QAA Foundation Degree Qualification Benchmark (2010), the QAA Subject Benchmark covering Construction, Property and Surveying (2008)</p> <p>Learners will acquire the cognitive and intellectual skills to systematically approach to task of making construction concepts become reality using innovative and sustainable methods and techniques.</p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p>	<p><b>Primary:</b> Lectures, tutorials, exercises, case studies, research.</p>	1,2 & 5	1,2 & 5	Formative class / site exercises using CAD software, & simple site	(CORA148) (CORA146))

FHEQ level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
Learners must demonstrate the ability to synthesise and evaluate solutions to construction tasks and problems, make judgements on how best those solutions are implemented to create economic and social value.	<b>Secondary/Supplementary:</b> Tutor feedback, peer learning, independent learning			surveying equipment, materials testing.  In laboratory practical on construction materials. (CORA146)	
<p><b>An explanation for embedding Cognitive and Intellectual Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b> The cognitive and intellectual skills discussed are embedded throughout the curriculum in order to challenge learners with the task of solving construction problems and thinking about how solutions are implemented.</p>					
<p><b>Key Transferable Skills:</b></p> <p>For this programme the following has been informed by the QAA Foundation Degree Qualification Benchmark (2010), the QAA Subject Benchmark covering Construction, Property and Surveying (2008)</p> <p>Learners will develop a range of transferable skills covering critical analysis of information, problem solving, effective communication, formulate arguments, apply themselves within a business context in a socially valuable way.</p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <p>Learners will demonstrate a basic understanding of the workings of business and other types of organisation</p>	<p><b>Primary:</b> Lectures, tutorials,</p> <p><b>Secondary/Supplementary:</b> Peer feedback</p>	3&4	4 & 6  3	Formative basic skills testing, research skills, class discussion.  Coursework producing construction risk assessments. (CORA147)	(CORA146) (CORA150)  (CORA147)

FHEQ level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
Summarise and use a range of appropriate means of communication, including information technology for a particular topic or audience				<p>Introduction to CAD to support site surveying</p> <p>Coursework developing production plans and materials testing. (CORA150) &amp; (CORA146)</p> <p>Coursework conducting personal skills audit and reflection on team task. (CORA150)</p>	<p>(CORA148)</p> <p>(CORA150 (CORA146)</p> <p>(CORA150)</p>
<p><b>An explanation for embedding Key Transferable Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b>            The transferable skills discussed here are embedded throughout the curriculum, providing learners with capabilities to be effective in their eventual position of employment or further study.</p>					
<p><b>Employment Related Skills:</b></p> <p>For this programme the following has been informed by the QAA Foundation Degree Qualification Benchmark (2010), the QAA Subject Benchmark covering Construction, Property and Surveying (2008)</p> <p>Learners will develop a range of employment related skills that enable them to understand construction problems and identify appropriate solutions and explain to a technical or non-technical audience.</p>					

FHEQ level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <p>Identify methods for acquiring knowledge and appropriate research strategies and methods</p> <p>Understand interpersonal relationships and understand and apply leadership, teamwork and self-development</p>	<p><b>Primary:</b> Lectures, tutorials,</p> <p><b>Secondary/Supplementary:</b> Tutor, peer and employer feedback</p>	4 & 5	2, 3 & 4	<p>Formative case study analysis.</p> <p>Coursework report on materials analysis and testing (CORA146)</p>	(CORA145) (CORA150)
<p><b>An explanation for embedding Employment Related Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b> The employment related skills discussed here are embedded throughout the curriculum, providing learners with the opportunity to make themselves more effective as future employees.</p>					
<p><b>Practical Skills:</b></p> <p>For this programme the following has been informed by the QAA Foundation Degree Qualification Benchmark (2010), the QAA Subject Benchmark covering Construction, Property and Surveying (2008)</p> <p>Learners will be able to successfully and pragmatically apply the knowledge and skills they have acquired in the workplace</p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <p>Survey, map and test specified characteristics of the natural and built environment</p>	<p><b>Primary:</b> Lectures, tutorials, workshops, site surveying visits</p>	3, 4 & 5	2, 3 & 6	<p>Formative exercise in site surveying, material testing</p> <p>Couse work and group discussion project</p>	(CORA 146) (CORA144) (CORA 150) (CORA148)

FHEQ level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
Identify project requirements and the process for project development  Participate in teams in the context of effective professional practice	<b>Secondary/Supplementary:</b> Independent study, work placement			planning and development for construction & the Built Environment	
<p><b>An explanation for embedding Practical Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b> The practical skills discussed here are embedded throughout the curriculum ensuring that learners have the capability to undertake a range of work related tasks in a competent and effective manner.</p>					

## PS14. Work Based/ Related Learning

*WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE Programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:*

Learners undertaking the HNC, in the majority of instances, will be employed in a construction role before commencing the course. If a learner does not possess employment in the construction sector a condition of entry will be the ability to evidence the availability of extensive work placement. The programme has been designed to enable the HNC in Construction & Built Environment (Part-time) to serve as a technical certificate within the Construction Technician Apprenticeship Standard (See Appendix 1) via being mapped to the equivalent HNC BTEC Construction & the Built Environment qualification in all mandatory construction units. In the event the HNC Construction and the Built Environment is delivered external to the construction technician Standard, Further WBL will take place during the curriculum, detailed as follows:

FHEQ level: 4					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related <u>Core</u> Module(s)



Undertake site surveying techniques employing basic surveying equipment	Students are briefed on the use of surveying equipment by a surveying company representative	2,5	2,4	Formative tasks to survey a site	Introduction to site Surveying Procedures
Undertake relevant risk assessments pertinent to the employer or work experience provider	Students are instructed on how to conduct a risk assessment visit before undertaking the task on-site or in the workplace or work experience provider	2,5	2,3 & 4	Coursework developing a risk assessment. Formative exercise programming control hardware.	Health, Safety & Welfare for Construction & the Built Environment
Undertake laboratory materials testing relevant to their employer or work experience provider	Learners inducted on how to undertake basic materials testing. Analysis conducted on materials relevant to the employer or work experience provider.	2,5	2,4	Practical laboratory assessment	Science & Materials for Construction and the Built Environment

**An explanation of this map:**

The teaching, learning and assessment embeds WBL/WRL throughout the programme. Learners are taken through the theory, application practice cycle during lectures so that an appreciation develops around the practical usefulness of the curriculum. Tutors relate the topics covered to specific job roles in industry such as site manager, project manager, building surveyor, corporate real estate manager, building services manager, facilities manager, quantity surveyor, property developer etc. Additionally, learners have the opportunity to undertake a WBL placement when they can see for themselves construction practised for real.