



الكلية الدولية للهندسة والإدارة
International College of
Engineering & Management

PROGRAMME HANDBOOK



CONSTRUCTION PROJECT MANAGEMENT

ACADEMIC YEAR
(2022 / 2023)

Please read this Programme Handbook in conjunction with the College's **Student Handbook**.

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Welcome to the Programme

Construction is an important sector that contributes significantly to the country's economic growth. Construction market in Oman shows a healthy growth due to the large demand for different properties, such as shopping malls, integrated tourism complexes, family apartments and units, and office buildings.

Construction managers play an important role in the construction process; they plan, direct, coordinate and budget the activities concerned with the construction and maintenance of structures, facilities, and systems. They work closely with architects and engineers to prepare plans, timetables and working schedules for the project, determine material and labor costs, hire and supervise subcontractors and workers on site.

Construction Project Management (CPM) is a new degree programme offered at the International College of Engineering and Management as part of its affiliation with the University of Central Lancashire in the UK. The CPM programme focuses on providing students with industry-centred practical skills, together with theoretical aspects of construction project management. Practical sessions with hands-on experience in various practical activities within the college and the industry to equip students with both subject specific and transferrable skills to enhance students' employability.

The Construction Project Management team have a wealth of experience of various construction industry professions and the teaching of the subject. We are looking forward to sharing our experience with you. Teamwork and partnerships are key skills of construction managers and this is reflected on the courses. We want to work with you to enable you to increase your knowledge and understanding of the subject matter and to enable you to develop your own interpersonal skills which are necessary these days in the workplace. Communication is vital. Use all means available to keep 'in touch' with us. On-going personal contact with us is very important. Don't allow minor irritations and difficulties to get out of control. Whether problems are academic or domestic in nature, let us help you and in most cases we will be able to solve them together. Work well and enjoy your time at the College.

This handbook is intended to be a source of information on the academic and non-academic aspects of your programme. You will find information on the programme you will be taking

together with examination and assessment regulations, as well as other rules and regulations of the college/university.

Please read this handbook carefully and make sure that you understand what is required of you. If you find that there are points you do not understand or wish to discuss further, do not hesitate to contact the head of your department.

We value your participation and your feedback. We hope you will contribute to the department, whilst making full use of the resources at your disposal to develop your potential.

Finally, it is worth keeping this handbook as it contains information you may wish to refer to throughout your studies at the College.

Dr. Rami Hamad

Head of the Department

ICEM Mission, Vision and Values

Vision

To be an internationally recognized institution of higher and professional education, research and community engagement.

Mission

To provide high quality education that prepares students in the areas of engineering and management for national and international markets through innovation and research.

Values

1. Excellence.
2. Integrity.
3. Professionalism.
4. Equality.
5. Transparency.

Graduate Attributes

1. Knowledge of engineering and management disciplines

Graduates have comprehensive knowledge and understanding of their field of specialization.

2. Critical, Analytical and Creative thinking

Graduates demonstrate an ability to think critically and solve problems innovatively.

3. Leadership and teamwork

Graduates can play constructive leadership roles in their careers and contribute in a collaborative manner to achieve common goals.

4. Communication skills

Graduates convey ideas and information effectively to a range of audiences for a variety of purposes.

5. Ethics and Professionalism

Graduates use their skills to act in a professional and ethical way and are aware of the importance of ethical standards on personal and social levels.

6. Lifelong Learning, Research and Innovation

Graduates have a commitment to continue research based inspired independent learning.

7. Global competitiveness

Graduates have skills that help them to be competent in the global job market and to be productive members of their work teams and society.

8. Technological Literacy

Graduates are able to locate, manage, integrate and convey information using the appropriate resources, tools and strategies.

1. General Information

1.1. Programme Learning Outcomes

A. Knowledge and Understanding

- A1. Demonstrate an understanding of the main concepts, theories and principles that underpin construction project management and its application in the workplace.
- A2. Exhibit knowledge and understanding from financial, legal, business, safety and management principles in delivering services to support the core organizational functions.
- A3. Identify and apply different tools and technologies that enhance CPM practices.

B. Subject-specific skills

- B1. Exhibit an awareness of the significance, scope and the key aspects of construction project management including customer and stakeholder care, environmental management and sustainable solutions and health and safety in the work place;
- B2: Critically appraise current attitudes and methods within the profession and adopt a creative and innovative approach to the solution of construction project management problems and related spheres of work.
- B3. Review and analyse procurement issues and seek to meet the needs of the project in terms of time, cost, and quality.
- B4. Use information and communication technology in application to construction project management including the use of computer aided design and computer aided project management.

C. Thinking Skills

- C1. Collect and evaluate qualitative and quantitative data from a range of sources relating to complex problems and issues.
- C2. Identify and analyse broadly defined problems, evaluate possible optional strategies, design and optimise appropriate solutions.
- C3. Collect and integrate evidence to develop coherent arguments and express them clearly and concisely and apply logical thought to a range of industry problems.
- C4. Critically reflect upon the body of knowledge, methodologies, procedures and legislation related to the construction management and communicate the impact of these to individuals at different levels in an organisation.

D. Other skills relevant to employability and personal development

- D1. Design and implement an independent research project that sits within the realm of CPM research and practice.
- D2. Work independently and within a team to complete problems and tasks based upon workplace scenarios.
- D3. Communicate ideas in a coherent, critical and analytical manner to a variety of audiences using a range of formats and approaches.
- D4. Work towards targets for personal, academic and professional development through independent and lifelong learning skills.

1.2. Programme Team

The course team consists of the following:

No	Staff Name	Role	Room	Email	Phone
1	Dr. Rami Hamad	HoD	ADAA	rami@icem.edu.om	2025
2	Dr Majid Aldahdooh	Course Tutors	FM Office Main Building 1 st Floor	majidaldahdooh@icem.edu.om	2079
3	Shajira Seema			seema@icem.edu.om	
4	Azza Al Saaidi			azza@icem.edu.om	
5	Sheikha Al Shukaili			sheikha@icem.edu.om	

1.3. Expertise of staff

Dr. Rami Hamad:

- **Qualifications:** Bachelor of Science in Civil Engineering, University of Jordan. Master of Science in Structural Engineering, Jordan University of Science and Technology, PhD in Structural Engineering, University of Science Malaysia.
- **Experiences:** Nine years of professional and industrial experience. Seven years of academic experience.
- **Research Interest:** FRP reinforced concrete structures, Bond between reinforcement (or repair) materials and concrete, Repair and retrofit of concrete structures, Concrete making materials, Supplementary Cementitious Materials, Construction Project Management, Facilities Management.

Dr. Majed A. A. Aldahdooh:

- **Qualifications:** Bachelor of Science in Civil Engineering, Islamic University of Gaza (IUG). Master of Science in Structural Engineering, University of Science Malaysia, PhD in Structural Engineering, University of Science Malaysia.
- **Experiences:** Two years of professional and industrial experience. Eleven years of academic experience.
- **Research Interest:** Civil Engineering; Structural Engineering; Structural Retrofitting; Concrete Technology; Concrete Repair Materials and Techniques; Structural Health Monitoring; Non-Destructive Testing, Acoustic Emission Technique; Sustainable and Green Cementitious Composites.

Azza Al Saaidi:

Qualifications: Bachelor of Science in Civil Engineering-Environmental, Caledonian College of Engineering Oman. Master of Science in Construction Management, Glasgow Caledonian University, UK

Experiences: Eleven years of academic Experience.

Research Interest: Construction Process Management, Project Management, Waste Management, Environmental Civil Engineering.

Shajira Seema T.C :

Qualifications: Bachelor of Technology Degree in Civil Engineering, First Class, National Institute of Technology, University of Calicut, India. Master of Science in Construction Project Management, University of Central Lancashire, UK

Experiences: Five years of professional and Industrial Experience. Twenty-one years of academic Experience.

Research Interest: Facilities Management, Construction Management, Project Management, Safety Performance on Construction Sites,

Sheikha Al Shukaili:

Qualifications: Bachelor of Science in Civil Engineering-E Higher College of Technology-Oman. Master of Science in Construction Management, Glasgow Caledonian University, UK

Experiences: Nine years of academic Experience.

Research Interest: Construction Management, Project Management, Civil Engineering.

1.4. Communication

The College expects you to use your college email address and check regularly for messages from staff. If you send us emails from other addresses, they may be filtered as spam and discarded unread. You are automatically allocated UCLan e-mail address. You can use your email and password to login your e-mail and Blackboard account.

1.5. External Examiner

An External Examiner is appointed to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The External Examiner is responsible for ensuring that standards and comparability are maintained, assuring fairness in the application and implementation of assessment processes and procedures in accordance with the approved programme/course regulations, and for judging whether students have fulfilled the learning outcomes of courses to a satisfactory standard.

1.6. Semester Timetable

A timetable will be available at the beginning of each academic semester, through the Registration Department. It will be published on the noticeboards and college website.

1.7. Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to your Module Tutor.

1.7.1. Class Attendance Policy

Students are required to attend all classes for courses enrolled. The policy for absence in class without excuse is as follows:

1. Students who enter classroom after the start of the class period will be marked "Absent" but will be allowed to sit in class.
2. Faculty must maintain class attendance records.
3. The first warning will be sent to student via email if he/she is absent from class for more than 10% of the total lecture hours. A copy of the warning email will be sent to the Module Tutor and Personal Tutor/Academic Advisor.
4. The second warning will be sent to student via email if he/she misses more than 20% of the module total lecture hours. The Personal Tutor, HoDs and Counselor will be also notified.
5. Parents and Sponsors will be provided with a report about their student's attendance upon their request.
6. In the event the student misses more than 25% of the module total lecture hours without excuses, the student will be assigned the grade of fail (Attendance failure AF). She/ He must spare the module.
7. Module Tutor shall not give substitute assessments to students who miss classes.

1.7.2. Excused Absences

Absences based on the following circumstances will be considered as valid excuse:

1. Medical Excuse: A student may be excused from his/her absence provided that a signed and stamped medical certificate is presented. The medical certificate must state the nature of

the visit to the hospital/clinic, including the number of days of leave recommended.

2. **Emergency Excuse.** A student may be excused from his/her absence provided sufficient evidence/document is presented in cases of emergencies such as family emergency, deaths in the family, any accidents incurred by the student or family member and any other circumstances as approved by the Office of the Assistant Dean for Student Affairs and Registration (ADSAR).

Excused absence shall be filed by the students within the first 2 days of reporting back and submit the same to the respective HoD, otherwise the excuse will not be considered.

1.8. Expected hours of study

A standard module size is 20 credits and equals 200 notional learning hours. Students can typically expect 4 hours of class contact per module per week which equates to approximately 60 hours contact per module with the remainder of the 200 learning hours taken up with self-study in the form of research, revision and assessment.

1.9. Classification of Awards

All higher education programmes offered at ICEM are designed to lead to Bachelors (Honours) degree in the following disciplines. Duration of study for this program is four years. To get a degree with honours you must pass the equivalent of 24 standard modules - six at each level. However, if you decide to leave the College at some point before completing the four years, and you have successfully completed all the modules, you can be awarded:

1. At the end of the first year a Certificate of Higher Education in Facilities Management.
2. At the end of the second year a Diploma of Higher Education in Facilities Management.
3. At the end of the third year an Advanced Diploma in Facilities Management.

Classification of award is based on APM (Average Percentage Mark) calculation.

APM from 70 - 100%	First Class Honours
APM from 60 - 69.99%	Upper Second Class Honours
APM from 50 - 59.99%	Lower Second Class Honours
APM from 40 - 49.99%	Third Class Honours

1.10. Industrial Placement

The programme has an optional Industrial Placement module. Developing industrial skills is an important part of a student's lifetime at the College. Graduate recruiters look for evidence of what skills students have developed and how they can apply them to the world of work. The Industrial Placement opportunity is designed to give students the opportunity to gain further practical experience in an industrial and commercial environment. The College has close contact with local companies in different industries. If you wish to take this opportunity, you may contact your Personal Tutor/ Course Leader for further details.

2. Student Support, Guidance and Conduct

2.1. Student Support and Guidance

ICEM students can receive full support and guidance from a variety of resources, including their module tutor, Personal Tutor/Academic Advisor, Head of Departments and the Student Support Services department.

2.1.1. Module Tutor and Head of the Department

For module specific queries, students should always seek for clarification from a member of the respective module teaching staff (e.g., Module Tutor) in the first instance. Module Tutors are much more likely to have detailed knowledge of the issues in question and can offer professional advice immediately.

Head of the Department is responsible for ensuring that students have fulfilled the learning outcomes of programme to a satisfactory standard and have received academic and non-academic support when they need them.

2.1.2. Personal Tutor/Academic Advisor

The Personal Tutor/Academic Advisor System is an initiative set in place to help you not only settle into life in Higher Education but also to better understand what is expected from you as a student at the College. Every student is given a Personal Tutor/Academic Advisor from within the department during the induction period. Your Personal Tutor/Academic Advisor will be your

first point of contact if you wish to discuss any problems or issues (academic or not) which you are faced with while at the college.

2.1.3. Student Support Services Department

Student Support Services department provides academic and non-academic support for students and it is located on the ground floor of the main building which is open from 8.00am until 4.00pm Sunday to Thursday.

The Student Support Services department supervises various activities organized and/or controlled by the College. The SSSD works closely with all the other departments, such as: the college clinic, the student counseling office and Career Guidance center. It also helps students to achieve academic and psychological stability within the college environment, which would entitle them to be active members of the college's community and develop their interpersonal skills. Also, to provide students with the practical skills and professionalism required by the labor market to be available after graduation from the College.

2.1.4. Student Counsellor

Occasionally you may need more specialist counselling to make sure you get the most out of your time at ICEM. ICEM counsellor will give you the support that you may need and gives you time and space to explore issues that are of concern to you. These might include

- Relationship or family problems
- Anxiety or depression
- Fear of failure

Student Counsellor will not be able to provide instant solutions but will listen and help raise your self-awareness and your choice of possibilities.

2.1.5. Study Support

A library containing copies of relevant books, periodicals and non-book teaching and learning materials is available. For registered students, all the module texts and recommended reading material listed in the module bibliographies are available together with copies of relevant UCLan publications.

ICEM has a cooperation with Sultan Qaboos University Main Library. Students are allowed to visit the library and use the resources inside the library but they are not allowed to borrow books from SQU Main Library.

Registered students are also entitled to access the on-line library services provided by the affiliate university. This access enables students to view the library catalogue and use the on-line journal materials which are available to all university students.

Click here for [UCLan e-Library](#)

2.1.6. IT Support

The College has fully equipped information technology suites with full Internet access. The Department of Information Technology collaborates closely with the other departments to provide a wide range of supportive services to students in all activities, whether on or off campus.

The **Technical Support Center** is located in the IT Department in the Main Building and offers a variety of services, including account creation, password changes and resets, software installation, network problem resolution, printer and lab support, and more.

2.2. Student Voice

You can play an important part in the process of improving the quality of your student experience through the feedback you give.

Different communication channels are developed to support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. You will be requested to complete various questionnaires throughout the academic year for all services provided, including your feedback on academic staff.

2.2.1. Student Representatives

The representatives are students who are elected by their fellow students in order to voice any issues concerning the course. They represent the students of their programme at the Student Staff Liaison Committee meetings which normally take place once each semester. One student from each year of study, from each programme will be elected for this role.

Student Representatives should help students - by making sure that their suggestions, observations, views, opinions and concerns reach college staff who can help. Also, they should help staff by informing students about actions, decisions and plans that will affect students and their programme.

2.2.2. Student Staff Liaison Committee Meetings (SSLC)

The purpose of a SSLC meetings is to provide the opportunity for Student Course Representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future modules/programmes. These meetings are normally scheduled once per semester. The minutes of the meetings will be read by the College Management Team and sent to UClan. At least once in the Academic Year, a member of staff from UClan will attend the SSLC meeting for your programme.

2.2.3. Students Advisory Council

The Students Advisory Council is a student-led, democratic council and exists to make your student experience better for you while studying at the College. Students shall elect a group among them at the beginning of the academic year. Student group shall elect a chair and a vice-chair among its members. The SAC shall perform the following:

1. Identify the needs of students and pinpoint student issues.
2. Voice the views of those represented.
3. Take up issues with college staff and report outcomes back to students.
4. Be familiar with relevant college policies, rules and regulations.
5. Propose activities during academic year with the budget required.

2.2.4. Feedback through Personal Tutors/ Academic Advisor and Module Tutors

Your Module Tutor and Personal Tutor/ Academic Advisor will listen to your problem and then advise you as best as they can on how to resolve it. As they are academic experts, they might not be able to assist you with all your personal matters but will definitely assist you in setting up an appointment with someone else who is better equipped to help you, such as Student Support Services officers, Student Counsellor etc.

For any module related queries, students can discuss directly with module tutors. This can

ensure immediate attention to students' concerns and actions can be taken where necessary.

2.2.5. Student Feedback

You can play an important part in the process of improving the quality of this programme through the feedback you give. Module Evaluation Questionnaires and the Student Satisfaction Survey are tools for gathering feedback. We would encourage you to do so, it is only with your assistance that we can 'improve the margins' and improve student life.

2.2.6. Student Conduct

You will be expected to abide by the Code of Conduct for Students in the College. The College expects you to behave in a respectful manner demonstrated by using appropriate language in class and switching mobile phones / other devices off prior to attending classes.

You must show respect for the college site and college property. You must behave in a way that will not cause damage to the college site or to college property and you should help to keep the College clean and tidy at all times. If you see any problems concerning the site or college property, you should report these to a member of the college staff. If your behaviour is considered unacceptable, any member of academic staff is able to issue an informal oral warning and the College will support staff by invoking formal procedures where necessary. You can read more about college expectations in the regulations for the Conduct of Students.

2.3. Students' Violation

The following cases are considered as student violations that require disciplinary measures against their violators:

1. cheating in exams or attempt to cheat or breach the order of the exam and compromising the scientific faith
2. disorder during the lectures and practical lessons
3. try to disrupt extra- curricular activities and events of the College
4. assaulting any member of the college community or threaten him or show disrespect towards him.
5. give incorrect information or statements on the official papers, or falsification of official documents relating to the College, or obtaining it illegally.

6. the penalties start from forewarning up to the final disciplinary displacement from the College. (Refer to ICEM Student Handbook).

3. Course Structure – B.Sc . (Hons) Construction Project Management

3.1. Programme Information

Year 1 is referred to as Level 4. Year 2 is referred to as Level 5. Year 3 is referred to as Level 5 & 6. Year 4 is referred to as Level 6. To get a degree with Honours you must pass the equivalent of 24 standard modules. Students normally study 6 modules per year - some modules may last all year, whilst other modules may only last for one semester.

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. The module code and title can be seen in the table below and the Module Information Package (MIP) for these modules can be found on Blackboard.

Year 1 (ICEM)	Year 2 (ICEM)
<ul style="list-style-type: none"> • OM1055: Personal and Professional Development 1 • OM1081: Planning and Construction of Facilities • OM1087: Surveying CAD and IT Applications • OM1088: Building Materials • OM1083: Organizational Management & Economics • OM1084: Mathematics and Science for Built Environment 	<ul style="list-style-type: none"> • OM2081: Health, Safety & Environment • OM2092: Laws for the Built Environment and Procurement • OM2090: Built Environment Systems & Services 1 • OM2088: Construction Project Management • OM2094: Professional Development and Entrepreneurship • OM2065: Construction Technology
Year 3 (ICEM)	Year 4 (ICEM & UCLAN)
<ul style="list-style-type: none"> • OM2055: Personal and Professional Development 2 • OM2068: Quantity Surveying Practice • OM3060: Project Management Techniques • OM2089: Construction Economics • OM3082: Construction Contract Administration • OM3062: Research Methods in Built Environment 	<ul style="list-style-type: none"> • BN3001: Performance Studies • BN3010: Project Management and BIM • BN3050: Construction Law • BN3060: Project Analysis and Appraisal • BN3720: Health and Safety Management • BN3990: Dissertation

3.2. Module Aims and Assessment Strategy

1. *Personal and Professional Development 1 (OM1055)*

Aim: To enrich the students' learning potentials by enhancing their skills, language competence and academic aptitude at the higher education level. Throughout the semester, the students will work on activities that could enhance their study skills, time management, eLearning skills, oral and written communication and secondary research skills.

Assessment strategy: 60% Coursework, 40% Exam

2. *Surveying, CAD & IT Applications (OM1087)*

Aim: To introduce students to the concepts and application of ICT, Surveying and CAD in the context of Land and Building.

Assessment strategy: 70% Workbook Log, 30% Viva

3. *Planning and Construction of Facilities (OM1081)*

Aim: To study the basic facilities management operations in the construction and service period of the built environment. It covers the principles of the planning and construction methods used in low rise building construction.

Assessment strategy: 50% Coursework, 50% Exam

4. *Building Materials (OM1088)*

Aim: It covers the basic understanding on properties of materials used in construction and also aims to appraise the performance characteristics of sustainable construction materials and introduce the various concepts of pavement engineering.

Assessment strategy: 50% Coursework, 50% Exam

5. *Organizational Management & Economics (OM1083)*

Aims: To introduce the principles of management including managing people, teamwork and leadership in an organization. It will also provide the student with a general understanding of the meaning of economy arising from the relative scarcity of resources and the need for productive (ie. business) organizations which arises from the location and characteristics of resources.

Assessment strategy: 50% Coursework, 50% Exam

6. *Mathematics and Science for Built Environment (OM1084)*

Aim: To introduce the role of mathematics in the development and practice of Built Environment, and to provide students with the essential core of mathematical methods for complementary and further study. It will also introduce students to the basic concepts of science relevant to built environment.

Assessment strategy: 50% Coursework, 50% Exam

7. *Professional Development and Entrepreneurship (OM2094)*

Aim: To introduce students to the concepts of entrepreneurship and innovation through conceptualizing business ideas and to gauge them to the world of employment by developing a CV and understanding the recruitment process. This module also aims to build on the students' communication skills on the level that is appropriate for the standard of the European Framework of Languages.

Assessment strategy: 100% Coursework

8. *Construction Technology (OM2065)*

Aim: The module will consider the provision of construction knowledge necessary to develop a greater awareness of the technology involved in the construction of medium and high rise developments. The module also discusses site investigation and sustainable solutions for medium & high-rise applications. The module develops the basic principles of Construction Technology

Assessment strategy: 100% Coursework (70% Portfolio, 30% Oral Presentation)

9. *Health, Safety & Environment (OM2081)*

Aim: To introduce students to the health, safety, and environmental issues relevant to the work place and to provide students with necessary skills and knowledge to manage safely and to introduce control measures in hazardous environment.

Assessment strategy: 50% Coursework, 50% Exam

10. *Built Environment Systems & Services 1 (OM2090)*

Aims: To develop student understanding of physical systems in buildings such as lighting, heating, ventilation, air conditioning, water supply, drainage and fire protection systems, their relative merits in the achievement of comfort conditions, cost and buildability.

The module will extend the students' knowledge of building services systems and how these are integrated into a building design, to more efficiently achieve safe and comfortable habitation conditions.

Assessment strategy: 100% Coursework (70% Portfolio, 30% Oral Presentation)

11. Laws for the Built Environment and Procurement (OM2092)

Aim: To provide students with a working knowledge of legal framework/ system operating in Oman. This syllabus also relates the application of the legal environment to the construction process and practices within the construction industry/built environment. Furthermore, it aims to introduce the nature of procurement process and the legal and contractual provisions for the control of construction process.

Assessment strategy: 50% Coursework, 50% Exam

12. Construction Project Management (OM2088)

Aim: This module will provide an introduction to the process of managing construction projects within the definition of project objectives for project environments.

Assessment strategy: 100% Coursework (CW1 & CW2)

13. Personal and Professional Development 2 (OM2055)

Aim: To introduce students to soft management skills and techniques essential to successfully working in a professional environment.

Assessment strategy: 75% Coursework, 25% Exam

14. Quantity Surveying Practice (OM2068)

Aim: To enable students to quantify and specify construction work for the purpose of tendering and cost planning

Assessment strategy: 50% Coursework, 50% Exam

15. Project Management Techniques (OM3060)

Aims: To develop students' understanding of project management systems, through identification, co-ordination, integration and analysis of project resources. To introduce the life cycle processes of projects with an emphasis on the built environment.

Assessment strategy: 100% Coursework (80% Project, 20% Presentation)

16. .Construction Economics (OM2089)

Aim: To provide students with a critical awareness of the cost implications of resource allocation in construction procurement, and the factors involved in the identification and pricing of construction work both at tender stage and during the construction period.

Assessment strategy: 50% Coursework, 50% Exam

17. Research Methods in Built Environment (OM3062)

Aim: To develop the students' research skills and provide an overview of the research process, planning of a successful research, and research ethics. To identify and structure a research problem, select the appropriate tools and then conduct and report upon the research.

Assessment strategy: 100% Coursework (80% Project Report, 20% Presentation)

18. Construction Contract Administration (OM3082)

Aim: To apply the fundamental principles of construction contract law as identified within the various standard contract forms and procurement routes currently used in the industry.

Assessment strategy: 50% Coursework, 50% Exam

19. Performance Studies (BN3001)

Aim: This module will evaluate the performance of materials, components, elements and structures subject to environmental factors. The module will identify, discuss and evaluate the use of sustainable materials and design solutions, and investigate degradation processes in terms of the physical, chemical and biological failure mechanisms. The use of innovative systems and technologies will be evaluated from the point of view of current research and techniques used in building pathology testing will be analysed.

Assessment strategy: 50% Coursework, 50% Exam

20. Project Management & BIM (BN3010)

Aim: To develop the application of project management techniques to contemporary construction projects.

Assessment strategy: 50% Coursework, 50% Exam

21. Construction Law (BN3050)

Aims: To introduce students to international law and its relationship with national law in

the field of the construction and engineering. To develop the ability to apply legal principles to problem solving situations.

Assessment strategy: 50% Coursework, 50% Exam

22. Project Analysis & Appraisal (BN3060)

Aim: To analyze and appraise the projects in relation to the four aspects of Whole Life-Cycle Appraisal: Project Design Appraisal, Project Value Appraisal, Project Cost Appraisal and Project Environmental Impact.

Assessment strategy: 50% Coursework, 50% Exam

23. Health & Safety Management (BN3720)

Aim: To develop the knowledge, understanding, and application of health and safety management necessary for occupational health, welfare and safety in the workplace.

Assessment strategy: 100% Coursework (CW1 & CW2).

24. Dissertation (BN3990)

Aim: To increase the student's perception of problem identification, evaluation and solutions in a research context, with particular emphasis upon the development of critical awareness and creative and innovative skills.

Assessment strategy: 100% Coursework (90% Dissertation, 10% Presentation)

3.3. Learning and teaching methods

All staff involved with the programme are here to help you. All the lectures, tutorials, workshop classes and course works have been designed to help you develop necessary skills and knowledge. Different teaching methods have been included in your programme specification. Each module will adopt a range of learning and teaching strategies that aim to meet the needs of students with diverse practice and educational experiences.

- Key lectures to introduce themes and concepts
- Classroom based tutorials to enable students to undertake practical exercises and share ideas
- Laboratory experimentation and testing of materials
- Student seminar – individual and group
- Group work activity e.g. problem solving exercises, case studies and presentations
- Use of the Blackboard to provide supplemental reading/activity, module information and a

student discussion board

3.3.1. Approach to Teaching and Learning

A complete set of teaching material will be prepared and uploaded on Blackboard including the teaching handouts/notes, reading materials, PPT presentations and other learning videos such as YouTube videos.

3.3.2. Learning Resources

As a learner it is expected that you will progress from being a dependent learner when you arrive to an independent learner by the time you graduate. Lecturers will often suggest background reading or exercises, which you should tackle. You should undertake all necessary pre-reading, accessing of materials from the Blackboard site prior to (or after) sessions.

In addition to the physical book stock available at ICEM Library, UCLan e-Library provides access to a huge range of electronic resources, databases, e- books and journals. These resources are licensed for educational use only and they are available for ICEM students at UCLan Student Portal. Students can access UCLan e-Library using UCLan username and password.

3.3.3. Personal Development Planning

The College encourages and supports students to achieve personal development plans in a variety of ways – directly through the course material and associated experiences. This is supported by the course team, your module tutors and the Personal Tutor/Academic Advisor.

3.3.4. Preparing for your Career: Career Guidance Center

Your future is important to us, so to make sure that you achieve your full potential whilst at the College and beyond, your programme has been designed with employability learning integrated into it at every level. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at the College:

- To begin with, you will explore your identity, your likes and dislikes, the things that are

important to you and what you want to get out of life.

- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It's your future: take charge of it!

3.4. Assessment

3.4.1. Assessment Strategy

The purpose of assessment is to provide the opportunity for students to demonstrate that they have fulfilled the learning outcomes of the programme and achieved the standard required for the award they seek.

The overall assessment strategy used during the programme includes the use of formative and summative assessment weighting applied to exams, coursework or practical assessments and is set out in each of the modules. To pass the module you must achieve an aggregate mark of 40%, aggregated across all assessments.

3.4.2. Notification of assignments and examination arrangements

Students will be notified of the requirements for individual assessments and their respective deadlines for submission / examination arrangements during a timetabled session, within module information packs or through Blackboard. Students should submit their assignments in accordance with the requirements detailed in the Assessment Submission criteria of their assignment. The timetable of the final exams will be displayed on the department notice boards and a copy of the timetable will be emailed to students. The classroom allocations will be displayed on the notice boards and sent by email at least one day before the exam.

3.4.3. Late Submissions

If you submit work late, a penalty will be applied in relation to unauthorised late submission of work.

- If you submit work within 5 working days after the published submission date, you will obtain the minimum pass mark (40%) for that element of assessment.

- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0%.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0%.

3.4.4. Extensions and extenuating circumstances

For extensions and extenuating circumstances to be considered, they should be unforeseeable or unpreventable and may have had a significant adverse effect on the academic performance of a student. Possible extenuating circumstances include:

- significant illness or injury;
- the death or critical/significant illness of a close family member/dependent;
- family crises or major financial problems leading to acute stress;
- absence for jury service or maternity, paternity or adoption leave;
- a criminal act where you have been a victim

It is the sole responsibility of the student to submit a request for consideration of extenuating circumstances to the Student Support Services Department according to the published procedures and deadlines. Student may submit a request for extension of deadline before the submission date to the concerned Module Tutor along with relevant evidences/documents. The student must submit claims for extenuating circumstances within 5 working days of the assessment deadline along with corroborating evidence. Requests for extenuating circumstances submitted outside the deadline date will not be considered without a credible and compelling explanation as to why the circumstances were not known or could not have been declared beforehand.

3.4.5. Feedback Following Assessments

The College is committed to provide you clear, legible and informative feedback for all your assessments. You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

- For all assignments, students will be provided with feedback within 15 working days of

the scheduled submission. Feedback may be provided in oral, written, audio or digital format as appropriate, and individual feedback will be posted on Blackboard.

- For Final Examinations, students will not be provided with individual feedback. Students may request generic feedback if needed. Generic feedback may include an outline of the expected answers.

Please note that all assignments and exam scripts are externally moderated by UCLan Course Leaders and by the External Examiners prior to Module/Assessment Boards. All marks awarded are provisional subject to confirmation by the Module/Assessment Boards of the University of Central Lancashire, UK.

3.4.6. Academic Misconduct (Which Includes Cheating, Plagiarism, Collusion Or Re-Presentation)

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Academic Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

You are required to sign a declaration indicating that individual work submitted for an assessment is your own. If an allegation is found to be proven, then the appropriate penalty will be implemented:

1. For the first time: the penalty will be 0% for the element of assessment, the plagiarized element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark (i.e. 40%).
2. In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation on the same or any other module within the course; the appropriate penalty will be 0% for the module with no opportunity for reassessment and you will have to retake the module in a

subsequent year.

The College uses an online Assessment Tool called Turnitin. Students are required to self-submit their own assignment on Turnitin via Blackboard and will be given access to the Originality Reports arising from each submission. In operating Turnitin, all summative assessments will be marked anonymously where possible. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

The accepted similarity percentage for an assessment is about 10%. However, the case may still be reported for investigation if the similarity percentage is below 10% subject to the Module Tutor's academic judgment. Similarity percentages above 10 % will be reported to the Unfair Means to Enhance Performance Committee for further discussion with the Module Tutor/justification from the Module Tutor. The case may or may not be formally investigated.

3.4.7. Reassessment

The decision to offer reassessment to you is at the discretion of the Assessment Board. The reassessment shall be offered to a student who does not achieve an aggregate mark of 40%, aggregated across all assessments in the module. Reassessment takes place before the start of the following academic year. The best mark that may be awarded for a reassessment in a module is 40%.

3.4.8. In-Module Reassessment

In order to help students make progress with their study, where a student has failed a component and is required to be reassessed in that component, in-module reassessment is permitted subject to the agreement with Module Leader. The maximum mark which may be awarded for in-module reassessed component will be the minimum pass mark. As part of Academic Regulation, a module, or a component within it, may be reassessed only once.

3.5. Retaking of Modules

You shall not be permitted to retake a module which has been passed. You shall retake the modules which you have not passed. The best mark that may be awarded for retaken module is 40%.

3.6. Appeals against Assessment Board Decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified as below. *You cannot appeal simply because you disagree with the mark given.* The specified grounds for appeal are:

- ✓ that an Assessment Board has given insufficient weight to extenuating circumstances;
- ✓ that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
- ✓ that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 7 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Student Affairs Office for support and advice.

3.7. Academic Probation Status

A student is placed under Academic Probation if he/she failed modules and the average percentage mark drop is below 40% = 2 CGPA.

Appendices:

Appendix 1: Program Specifications

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	Year 1-3: International College of Engineering and Management, Oman Year 4: ICEM and UCLan Preston Campus
3. University School/Centre	School of Engineering
4. External Accreditation	CIOB Accredited for UCLan Preston, not for ICEM Oman.
5. Title of Final Award	BSc (Hons) Construction Project Management
6. Modes of Attendance offered	4 Years Full Time, 5 Years Sandwich 6 Years Part Time (Year 1-3 Oman)
7. UCAS Code 7b JACS Code/HECOS Code	K220 100151
8. Relevant Subject Benchmarking Group(s)	Building & Surveying General Business and Management
9. Other external influences	CIOB Educational Framework 2018

	Workplace requirements and market demand
10. Date of production/revision of this form	June 2022
11. Aims of the Programme	
<ul style="list-style-type: none"> To introduce students to the range of activities within the construction project management field and equip them with the skills to enable them to pursue a career in construction management. 	
<ul style="list-style-type: none"> To develop students' knowledge and understanding in different disciplines such as management, economics, law, technology, and engineering and provide them a broad introduction to the disciplines and the specialist work they undertake. 	
<ul style="list-style-type: none"> To prepare the students for typical problems they will encounter in their day to day job, develop their ability to quickly respond and adapt to changing work situations and environments and provide solutions to complex construction project management problems. 	
<ul style="list-style-type: none"> To develop students' skills in communication, independent study, team working, problem solving, management and critical thinking which will equip graduates for the world of work and lifelong learning. 	
<ul style="list-style-type: none"> To provide a basis from which students can develop themselves professionally either by pursuing their higher studies or employment. 	
12. Learning Outcomes, Teaching, Learning and Assessment Methods	
A. Knowledge and understanding	
<p>A1. Demonstrate an understanding of the main concepts, theories and principles that underpin construction project management and its application in the workplace.</p> <p>A2. Exhibit knowledge and understanding from financial, legal, business, safety and management principles in delivering services to support the core organizational functions.</p> <p>A3. Identify and apply different tools and technologies that enhance CPM practices.</p>	
Teaching and Learning Methods	
<p>Each module will adopt a range of learning and teaching strategies that aim to meet the needs of students with diverse practice and educational experiences.</p> <ul style="list-style-type: none"> Traditional Lectures introduce themes and concepts often followed by directed self-study; Class room based tutorials; Laboratory activities; Student seminar – individual and group; Industrial visits and lectures from practising industrialists; Directed project and investigative work both individually and in groups; Group discussions, case studies and presentations. Use of Blackboard/Ms Teams to provide supplemental reading, module information and a student discussion board. 	

Assessment methods
<p>A variety of methods of assessment are utilised appropriate to the learning outcomes of the individual modules. The range of assessments experienced by the students will include:</p> <ul style="list-style-type: none"> • Written Examinations; • Assignments; • Portfolios; • Student presentations; • Technical Reports; • Integrated assignments; • Case study analysis; • Essays; • Continuous assessment; • Directed project and investigative work both individually and in groups, • Scenario based analysis, • Mini projects.
B. Subject-specific skills
<p>B1. Exhibit an awareness of the significance, scope and the key aspects of construction project management including customer and stakeholder care, environmental management and sustainable solutions and health and safety in the work place;</p> <p>B2: Critically appraise current attitudes and methods within the profession and adopt a creative and innovative approach to the solution of construction project management problems and related spheres of work.</p> <p>B3. Review and analyse procurement issues and seek to meet the needs of the project in terms of time, cost, and quality.</p> <p>B4. Use information and communication technology in application to construction project management including the use of computer aided design and computer aided project management.</p>
Teaching and Learning Methods
<p>Traditional Lectures introduce themes and concepts often followed by directed self-study; Classroom based tutorials; Laboratory activities; Student seminar – individual and group; Industrial visits and lectures from practising industrialists; Directed project and investigative work both individually and in groups; Group discussions, case studies and presentations; Use of Blackboard/Ms Teams to provide supplemental reading, module information and a student discussion board.</p>
Assessment methods
<p>Written Examinations; Assignments; Portfolios; Student presentations; Technical Reports; Integrated assignments; Case study analysis; Essays; Continuous assessment; Directed project and investigative work both individually and in groups, Scenario based analysis, Mini projects.</p>
C. Thinking Skills

C1. Collect and evaluate qualitative and quantitative data from a range of sources relating to complex problems and issues.

C2. Identify and analyse broadly defined problems, evaluate possible optional strategies, design and optimise appropriate solutions.

C3. Collect and integrate evidence to develop coherent arguments and express them clearly and concisely and apply logical thought to a range of industry problems.

C4. Critically reflect upon the body of knowledge, methodologies, procedures and legislation related to the construction management and communicate the impact of these to individuals at different levels in an organisation.

Teaching and Learning Methods

Traditional Lectures introduce themes and concepts often followed by directed self-study; Classroom based tutorials; Laboratory activities; Student seminar – individual and group; Industrial visits and lectures from practising industrialists; Directed project and investigative work both individually and in groups; Group discussions, case studies and presentations; Use of Blackboard/Ms Teams to provide supplemental reading, module information and a student discussion board.

Assessment methods

Written Examinations; Assignments; Portfolios; Student presentations; Technical Reports; Integrated assignments; Case study analysis; Essays; Continuous assessment; Directed project and investigative work both individually and in groups, Scenario based analysis, Mini projects.

D. Other skills relevant to employability and personal development

D1. Design and implement an independent research project that sits within the realm of CPM research and practice.

D2. Work independently and within a team to complete problems and tasks based upon workplace scenarios.

D3. Communicate ideas in a coherent, critical and analytical manner to a variety of audiences using a range of formats and approaches.

D4. Work towards targets for personal, academic and professional development through independent and lifelong learning skills.

Teaching and Learning Methods

Traditional Lectures introduce themes and concepts often followed by directed self-study; Classroom based tutorials; Laboratory activities; Student seminar – individual and group; Industrial visits and lectures from practising industrialists; Directed project and investigative work both individually and in groups; Group discussions, case studies and presentations; Use of Blackboard/Ms Teams to provide supplemental reading, module information and a student discussion board.

Assessment methods

Reports; Presentations; Integrated assignments; Reflective log; Mini projects; Directed project and investigative work both individually and in groups, Case study analysis; Scenario based analysis.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	BN3001	Performance Studies *	20	BSc (Honours) Construction Project Management Requires 480 credits with 360 credits at Stage 2; including a minimum of 480 credits at level 4 or above, 360 credits at level 5 or above, and 180 credits at level 6 or above.
	BN3010	Project Management and BIM *	20	
	BN3050	Construction Law *	20	
	BN3060	Project Analysis & Appraisal *	20	
	BN3720	Health and Safety Management *	20	
	BN3990	Dissertation/Project *	20	
		<i>*modules offered at Oman</i>		
	OM3000	Industrial Placement	120 Notional credits	Students who successfully complete OM3000 will receive the award with Industrial Placement.
Level 5/6	OM2055	Personal and Professional Development 2	20	Advanced Diploma in Construction Project Management Requires 360 credits with 240 credits at stage 2; including a minimum of 360 credits at level 4 or above, 240 credits at level 5 or above, and 60 credits at level 6 or above.
	OM2068	Quantity Surveying Practice	20	
	OM2089	Construction Economics	20	
	OM3060	Project Management Techniques	20	
	OM3062	Research Methods in Built Environment	20	
	OM3082	Construction Contract Administration	20	
				Students who successfully complete OM1040 will receive the award with Industrial Experience

Level 5	OM2094	Professional Development and Entrepreneurship	20	Diploma of Higher Education in Construction Project Management Requires 240 credits with 120 credits at stage 2; including a minimum of 240 credits at Level 4 or above, and 120 credits at Level 5 or above. Students who successfully complete OM1040 will receive the award with Industrial Experience
	OM2065		20	
	OM2081	Construction Technology Health, Safety & Environment	20	
	OM2092		20	
	OM2090	Laws for the Built Environment and Procurement.	20	
	OM2088	Built Environment Systems & Services 1	20	
	OM1040	Construction Project Management Industrial Experience (Optional)	20 notional credits	
Level 4	OM1055	Personal and Professional Development 1	20	Certificate of Higher Education Requires 120 credits at Level 4. (Stage 1)
	OM1087	Surveying, CAD and IT applications	20	
	OM1081	Planning and Construction of Facilities	20	
	OM1088	Building Materials	20	
	OM1084	Math and Science for Built Environment	20	
	OM1083	Organizational Management & Economics	20	
15. Personal Development Planning				
The modules at each level provide students with the opportunity to engage with their own personal development planning and to recognise that learning is a lifelong process.				

Following appropriate introduction and induction, the Course Team will support students in reflecting on their learning, performance and achievement, and in their planning for personal, educational, and career development.

Skills in PDP such as self-reflection, recording, target setting, action planning and monitoring will be highlighted as key lead indicators of success in securing employment on graduation.

Over the duration of the course, and including reference to extra-curricular student activities, tutors for the Personal and Professional Development modules and Personal Tutors will take formal responsibility for supporting students through their personal development in the following areas:

- Self Awareness
- Study Skills
- Reviewing Progress
- Career Plans
- Making Applications

16. Admissions criteria

1. Applicants will normally have completed 12 years of secondary schooling and having followed Pure/Applied Mathematics stream, or the equivalent, with a grade of D or higher in Mathematics, Physics, Chemistry and English for Omani General Diploma Certificate. In addition, all applicants will be interviewed and complete a diagnostic entry test in English Language, Mathematics and Science to assess their ability to complete the programme. Applicants will be required to have a minimum average level of proficiency in English Language equivalent to IELTS band 5.0 with no band in any of the four skills (reading, listening, speaking writing) lower than 4.5. The programme includes structured provision for further development of English language skills.

OR

2. Students who have successfully completed a Foundation year at the International College of Engineering & Management in Oman will have undertaken final assessments in English Language (equivalent to IELTS band 5.0 with no band in any of the four skills - reading, listening, speaking writing, lower than 4.5) and will have demonstrated the level of proficiency in all areas required for admission onto the programme.

APL/APEL will be assessed through standard University procedures.

17. Key sources of information about the programme

- ICEM Marketing Brochure
- ICEM Website at www.icem.edu.om
- School web site at <https://www.uclan.ac.uk/schools/engineering>
- University courses information at <https://www.uclan.ac.uk/courses>
- Professional body requirements may be found at www.ciob.org.uk

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Knowledge and understanding			Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development				
				A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	
e.g. LEVEL 6	BN3001	Performance Studies*	COMP	✓		✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	
	BN3010	Project Management and BIM *	COMP		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	BN3050	Construction Law *	COMP		✓		✓	✓	✓			✓	✓	✓		✓	✓		
	BN3060	Project Analysis & Appraisal*	COMP		✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓		
	BN3720	Health and Safety Management *	COMP		✓			✓	✓			✓		✓		✓	✓		
	BN3990	Dissertation / Project*	COMP			✓		✓				✓	✓	✓	✓	✓	✓	✓	✓
e.g. LEVEL 5 \ 6	OM2055	Personal and Professional Development 2	COMP								✓	✓			✓	✓	✓	✓	
	OM2068	Quantity Surveying Practice	COMP	✓	✓		✓		✓	✓	✓					✓	✓		
	OM2089	Construction Economics	COMP	✓	✓			✓	✓			✓	✓	✓		✓	✓		
	OM3060	Project Management Techniques	COMP		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		

	OM3082	Construction Contract Administration	COMP	✓	✓		✓	✓	✓			✓	✓	✓		✓	✓	
	OM3062	Research Methods in Built Environment	COMP			✓		✓			✓	✓	✓	✓	✓	✓	✓	✓
e.g. LEVEL 5	OM2094	Professional Development and Entrepreneurship	COMP								✓	✓			✓	✓	✓	✓
	OM2065	Construction Technology	COMP	✓		✓	✓	✓	✓			✓	✓	✓		✓	✓	
	OM2081	Health Safety and Environment	COMP	✓	✓		✓	✓				✓		✓		✓		
	OM2092	Laws for the Built Environment and Procurement.	COMP	✓	✓		✓		✓		✓			✓		✓		
	OM2090	Built Environment Systems & Services 1	COMP	✓		✓	✓	✓			✓	✓	✓	✓		✓	✓	
	OM2088	Construction Project Management	COMP		✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓
e.g. LEVEL 4	OM1055	Personal and Professional Development 1	COMP								✓				✓	✓	✓	✓
	OM1087	Surveying, CAD, and IT Applications	COMP	✓		✓	✓			✓	✓					✓	✓	
	OM1081	Planning and Construction of Facilities	COMP	✓		✓	✓				✓					✓		
	OM1088	Building Materials	COMP	✓		✓	✓				✓					✓		
	OM1083	Organisational Management & Economics	COMP	✓	✓		✓	✓	✓			✓	✓			✓		✓
	OM1084	Maths & Science for Built Environment	COMP	✓							✓					✓		

19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: Cert HE (120 Credits)

- A1. Demonstrate an understanding of the main concepts, theories and principles that underpin construction project management and its application in the workplace.
- A3. Identify and apply different tools and technologies that enhance CPM practice in the workplace.
- B1. Exhibit an awareness of the significance, scope and the key aspects of construction project management, including customer and stakeholder care, environmental management and sustainable solutions and health and safety in the work place;
- C1. Collect and evaluate qualitative and quantitative data from a range of sources relating to complex problems and issues.
- D2. Work independently and within a team to complete problems and tasks based upon workplace scenarios.

Learning outcomes for the award of: Dip HE in Construction Project Management (240 credits)

- A1. Demonstrate an understanding of the main concepts, theories and principles that underpin construction project management and its application in the workplace.
- A3. Identify and apply different tools and technologies that enhance CPM practice in the workplace.
- B1. Exhibit an awareness of the significance, scope and the key aspects of construction project management, including customer and stakeholder care, environmental management and sustainable solutions and health and safety in the work place;
- B2: Critically appraise current attitudes and methods within the profession and adopt a creative and innovative approach to the solution of construction project management problems and related spheres of work.
- C1. Collect and evaluate qualitative and quantitative data from a range of sources relating to complex problems and issues.
- C4. Critically reflect upon the body of knowledge, methodologies, procedures and legislation related to the construction management and communicate the impact of these to individuals at different levels in an organisation.
- D2. Work independently and within a team to complete problems and tasks based upon workplace scenarios.

D3. Communicate ideas in a coherent, critical and analytical manner to a variety of audiences using a range of formats and approaches.

Learning outcomes for the award of: Advanced Dip HE in Construction Project Management (360 credits)

A1. Demonstrate an understanding of the main concepts, theories and principles that underpin construction project management and its application in the workplace.

A2. Exhibit knowledge and understanding from financial, legal, business, safety and management principles in delivering services to support the core organizational functions.

A3. Identify and apply different tools and technologies that enhance CPM practice in the workplace.

B1. Exhibit an awareness of the significance, scope and the key aspects of construction project management, including customer and stakeholder care, environmental management and sustainable solutions and health and safety in the workplace;

B2: Critically appraise current attitudes and methods within the profession and adopt a creative and innovative approach to the solution of construction project management problems and related spheres of work.

B3. Review and analyse procurement issues and seek to meet the needs of the project in terms of time, cost, and quality.

C1. Collect and evaluate qualitative and quantitative data from a range of sources relating to complex problems and issues.

C2. Identify and analyse broadly defined problems, evaluate possible optional strategies, design and optimise appropriate solutions.

C3. Collect and integrate evidence to develop coherent arguments and express them clearly and concisely and apply logical thought to a range of industry problems.

C4. Critically reflect upon the body of knowledge, methodologies, procedures and legislation related to the construction management and communicate the impact of these to individuals at different levels in an organisation.

D1. Design and implement an independent research project that sits within the realm of CPM research and practice.

D2. Work independently and within a team to complete problems and tasks based upon workplace scenarios.

D3. Communicate ideas in a coherent, critical and analytical manner to a variety of audiences using a range of formats and approaches.

Graduate Attributes– Construction Project Management Programme Learning Outcomes Map

Graduate Attributes– Programme Learning Outcomes Map															
ICEM Graduate Attributes	Programme Learning Outcomes														
	Knowledge and Understanding			Subject-Specific Skills				Thinking Skills				Employability and personal development skills			
	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
1. Knowledge of engineering and management disciplines (K)	✓	✓													
2. Critical, Analytical and Creative thinking (S)					✓	✓		✓	✓	✓	✓				
3. Leadership and teamwork (S and V)													✓		
4. Communication skills (S)											✓		✓	✓	
5. Ethics and Professionalism (V)					✓	✓									
6. Lifelong Learning, Research and Innovation (K)					✓							✓			✓
7. Global competitiveness (K and S)			✓	✓								✓			
8. Technological Literacy (K and S)			✓				✓							✓	

Appendix 2: Grading System

The Cumulative Grade Point Average (CGPA) is computed as per Table below.

Average Percentage Mark (APM)	UK degree classification		CGPA
70+	First class honours	Excellent	4.0
65-69	Upper-second class honours	Very Good	3.7
60-64			3.3
55-59	Lower-second class honours	Good	3.0
50-54			2.7
45-49	Third class honours	Fair	2.3
40-44			2.0
35-39	Ordinary/Unclassified	Fail	1.0
Below 35			0.0

Appendix 3: Academic Calendar 2022-2023

Below is a guide to highlight particularly important information on this calendar.

Date	Activities /Notes
4-8 September 2022	Placement Tests Foundation
11-15 September 2022	Placement Test Foundation + Registration
18-22 September 2022	Induction Week HE and Foundation
25 September 2022	First day of study - HE and Foundation
29 September 2022	Last date for accepting APL Applications
03 October 2022	Close of Admissions 2022-2023
06 October 2022	Election of Student Advisory Council
08 October 2022	Prophet Muhammad's Birthday
20 October 2022	Deadline for Sending student lists to UCLan for enrollment
18 November 2022	National Day Holiday
1-8 January 2023	Semester 1 HE Final Examinations
11 January 2023	Deadline for submission of Extenuating Circumstances Sem 1
9-29 January 2023	Semester Break HE
30 January 2023	Start of Semester 2 (First day of study – HE)
18 February 2023	Isra'a Wal Mi'raj (Ascention)
28 February-03 March 2023	Semester 1 HE Reassessment Examination
21 - 24 April 2023	Eid Al-Fitr Holiday
27 April 2023	Submission of Final Year Project-Dissertation
14-21 May 2023	Sem2 Final Examinations - HE

21-23 May 2023	Dissertation presentation/interview
24 May 2023	Deadline for submission of Extenuating Circumstances Sem 2
28 June-01 July 2023	Eid al-Adha Holiday
16 July 2023	Start of Admission for new Students for Academic Year 2023-24
17 July 2023	Deadline for Appeals (final day of receiving appeals by Student Support Services)
17-19 July 2023	Semester 2 HE Reassessment Examination
19 July 2023	Hijri New Year
23 July 2023	Renaissance Day
17 August 2023	Deadline for Appeals (final day of receiving appeals by Student Support Services)
17-21 September 2023	Induction Week in Sem 1 AY 2023-24
24 September 2023	First day of study - HE and Foundation