**Construction - Modern Methods HTQ**

**starting in Academic Year 2024/25**

**Course Leader:** Rich Tyler

**Teaching Institution:** Herefordshire, Ludlow and North Shropshire College

**Campus:** Hereford

**Awarding Body:** Pearson

**Final Award:** HTQ

**Intermediate Award(s):** N/A

**Mode of Study:** Full-time

**Qualification number:** 603/7864/5

**Date of programme specification preparation/revision:**  13/06/2024

**Educational aims of the programme**

The purpose of Pearson BTEC Higher Nationals in Modern Methods of Construction for England is to develop students as professional, self-reflecting individuals able to meet the demands of employers in the construction sector and adapt to a constantly changing world. The qualifications aim to widen access to higher education and enhance the career prospects of those who undertake them.

**QAA and professional academic standards and quality**

The HTQ in ECEC is located at Level 4 of the Framework for Higher Qualifications (2014).

The following university and further education tutors, employers, Professional Body representatives and other individuals have generously shared their time and expertise to develop the HNC and HND qualifications: Autodesk, Bath College, British College of Applied Studies, Bryden Wood, Charter Association of Building Engineers (CABE), Chartered Association of Building Service Engineers (CIBSE), Chartered Institute of Architectural Technologists (CIAT), Chartered Institute of Highways and Transportation (CIHT), Colombo School of Construction Technology, Construction Industry Training Board (CITB), Cundall, Dudley College of Technology, Engineering Construction Industry Training Board (ECITB), Global CAD, The Institute of Business, Engineering and Technology, The Institute of Highway Engineers (IHE), The Institute for Informatics Studies, Institute of Civil Engineers (ICE), Institute of Structural Engineers (iStructE), Kier Group, Leeds College of Building, London South Bank University, Ministry of Building Innovation & Education (MOBIE), Royal Institute od Chartered Surveyors (RICS), SMB Group, Solent University, University College London, Vinci Construction, Wates Group.

**National Occupational Standards**

The content and level of the Pearson BTEC Level 4 HTQ in Modern Methods of Construction have been written following advice from the professional bodies listed above and are intended to producing students who are equipped to thrive in the changing world of work, specifically in the construction industry.

**Higher-level Skills**

Through completion of this course, we aim to:

* give students the skills, knowledge and understanding they need to achieve high performance in the international construction environment.
* develop students with enquiring minds, who have the abilities and confidence to work across different business functions and to lead, manage, respond to change, and tackle a range of complex construction situations.
* provide the core skills required for a range of careers in construction, specifically those related to management and operations.
* offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic ambitions.
* develop students’ understanding of the major impact that new digital technologies have on the construction environment.
* provide insight into international business operations and the opportunities and challenges presented by a global marketplace.
* equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values, and to allow flexible study to meet local and specialist needs.

**Course Structure**

The Higher National Diploma (HTQ) is a Level 4 qualification made up of 120 credits. It is usually studied part-time (1x day per week) over two years. Pearson BTEC Higher Nationals consist of core units, specialist units and optional units. Core units are mandatory, specialist units have been chosen to provide a specific occupational focus to the qualification in line with professional body standards. Optional units provide greater depth and breadth of study and can be localised. Each unit usually carries 15 credits. Units are designed around the amount of time it will take for a student to complete them and receive a qualification. This is known as the total qualification time (TQT). TQT includes guided learning activities, directed learning activities and assessment. Each 15-credit unit has a TQT of 150 hours – 60 guided learning hours (GLH) and 90 hours of independent learning hours (ILH).

The modules you will study are:

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Number** | **Unit Name** | **Unit Level** | **Unit Credit** |
| 1 | Construction Design Project (Pearson Set) | 4 | 15 |
| 2 | Construction Technology | 4 | 15 |
| 4 | The Construction Environment | 4 | 15 |
| 6 | Digital Applications for Construction Information | 4 | 15 |
| 12 | Tender and Procurement | 4 | 15 |
| 13 | Building Information Modelling (BIM) | 4 | 15 |
| 15 | Principles of Alternative Energy | 4 | 15 |
| 24 | Principles of Off-site Construction | 4 | 15 |

**Learning and Teaching Methods**

Students will learn through a series of lectures, practical sessions, workshops, seminars and tutorials. They will also be required to undertake substantial independent study. Typically, this will involve completing online activities, reading journal articles and books, watching selected videos, working through example problems, working on individual and group projects, undertaking research in the library and online, preparing assignments and presentations.

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course.

In a typical week, students will normally have 6-8 hours of face-to-face teaching. The course normally runs over 36 weeks.

**Means of Assessment**

Students working at higher levels should be capable of undertaking independent study and research, developing strategies to improve their own performance, supported by teaching staff.

Students will be required to complete coursework as they progress through the programme and undertake assessments at the end of each semester. The assessment of Pearson Higher National qualifications is criterion-referenced and we are required to assess learners’ evidence against published learning outcomes and assessment criteria. All units will be individually graded as ‘pass’, ‘merit’ or ‘distinction’. To achieve a pass grade for the unit learners must meet the assessment criteria set out in the specifications. Merit and distinction grades are awarded for higher-level achievement.

All grades awarded are provisional until they are confirmed at the assessment board. This usually takes place at the end of an academic year.
Recognition of Prior Learning (RPL) is ‘a method of assessment that considers whether an individual can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning’. If individuals can produce relevant evidence that fully meets learning outcome requirements then RPL can be given for their existing knowledge, understanding or skills

**External Examiner**

The External Examiner (EE) is a subject assessment specialist appointed by Pearson to conduct external examination. They verify that the management of programmes and assessment decisions meet national standards. External examination is usually conducted by an annual visit, usually in the summer term.

**Additional Support**

Developing effective study skills is an essential element in achieving academic success.All module leaders provide individual academic support. This is in addition to Personal Academic Tutor support.

All students are provided with a Course Handbook that comprehensively outlines the programme and provides advice and guidance. Module outlines and assessment details are provided for all modules.  During your studies you will have access to fully equipped classrooms, practical workshops, Library with text and electronic resources and Student Services.

The College is committed to ensuring that disabled people, including those with specific learning difficulties and/or mental health difficulties are treated fairly. Reasonable adjustments to provision will be made to ensure that disabled students are not disadvantaged. The Learning Support Service is your initial point of contact.

**Entry Requirements**

Entry criteria detail a typical offer but the College considers all applications on an individual basis which means that we could make offers based on qualifications, personal profile and experience. If you have any queries regarding your offer, please contact our Admissions Team.

Students who have recently been in education are likely to need:

* BTEC Level 3 qualification in Construction
* GCSE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A\* to C (or equivalent) and/or 9 to 4 (or equivalent) in subjects such as maths and English.
* Other related Level 3 qualifications.
* An Access to Higher Education Diploma from an approved further education institution.
* Relevant work experience, or an international equivalent to the above qualifications.

**Course Exit Points**

To achieve a Pearson BTEC Level 4 Higher Technical Qualification a student must have:

* completed units equivalent to 120 credits at level 4
* achieved at least a pass in 105 credits at level 4.

**Progression Route**

The HTQ provides a solid grounding in construction, which students can build on should they decide to continue their studies beyond the Certificate stage. On successful completion of the Level 5 Higher Technical Qualification, students can develop their careers in the sector through:

● entering employment

● continuing existing employment

● linking with the appropriate professional body

● committing to Continuing Professional Development (CPD)

**Progression to University**

The Level 5 Higher National Diploma is recognised by higher education providers as meeting admission requirements to many relevant construction-related courses, for example:

* BTEC Level 5 Higher Technical Qualification
* BSc Construction Project Management
* BSc Innovative Home Design and Construction
* BA (Hons) Design for Future Living

**Please note:** This 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 s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks and module specifications.