

Course Specification

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Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Architecture and Built Environment		
Course Code(s):	CN038P31UV	Part-time	2 Years
Course Title:	MSc Demolition Management		
Hierarchy of Awards:	Master of Science Demolition Management Postgraduate Diploma Demolition Management Postgraduate Certificate Demolition Management Postgraduate Certificate Demolition Management University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	25/Sep/2017		
Last Review:	2016/7		
Course Specification valid from:	2016/7		
Course Specification valid to:	2022/3		

Academic Staff

Course Leader:	Mr Paul Hampton
Head of Department:	Mr Paul Hampton

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

For direct entry onto the Master's programme:

Normally a second class Honours Degree in a construction related discipline, or equivalent, is required for direct entry onto the Master's programme. Students are selected using application form and references in the first instance. However, if you have a compatible non-cognate degree and/or relevant experience you may be interviewed and if successful, made an offer.

Or

A Postgraduate Certificate in a construction related discipline, or a related subject

English Language qualifications and application guidance for international students can be found at <https://www.wlv.ac.uk/international/international-academy/courses-at-the-international-academy/language-entry-requirements/>

Distinctive Features of the Course:

Students will be exposed to demolition management at a strategic and operational level. This course will expand the horizon of the demolition project into the inception, concept and feasibility projects that need to take place in order to ensure that the building project meets the needs and objectives of the client and the clients business.

The historic nature of the built environment sector and its flexibility in the face of external change is approached with industrial partners who set the scene for research and understanding in areas of challenge and interest. Uniquely industry has the chance to set the agenda for study and to take part in the research and development within topics of interest and become part of creative and innovative solution.

This course will apply a balanced hand to the art and science of project management dealing with both the technical and the softer people related attributes of effective construction project managers. Work-based projects and the opportunity to gain professional training alongside structured learning and research enriches the experience of students and their employers.

The course is also suitable as a progression route for Civil Engineers and other Built Environment professionals wishing to specialise in Demolition Engineering.

Educational Aims of the Course:

This course aims to meet the growing need within the built environment sector for professionals with a thorough understanding of the management of the demolition process. The focus on following the process through the full spectrum of demolition of projects makes this course unique. As a student you will experience a combination of structured learning with problem-based scenarios and research that will develop your capabilities for critical thinking, argument, creativity and encourage your innovation All of which are brought into the practical decision making processes encountered in typical projects.

This course will enable you to appraise, analyse and evaluate the art and science of demolition management covering the areas of strategy, control, technical, commercial, legal, financial and organisational issues. You will reflect on and make cases for the integration of the technical (hard) and social (soft) management styles required within the context of strategic and operational demolition projects.

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Part Time	£4875.00

PSRB:

None

Course Structure:

September (Part-time)

Year 1

Module	Title	Credits	Period	Type
7ET022	Research Methods and Professional Skills	20	IN YR	Core
7CN019	Sustainability and Circular Economy Cradle to Cradle	20	IN YR	Core
7CN022	Corporate Management of Demolition	20	IN YR	Core
7CN020	Demolition Methodologies	20	IN YR	Core

September (Part-time)

Year 2

Module	Title	Credits	Period	Type
7CN021	Asbestos Removal - For Management	20	IN YR	Core
7AT003	Building Information Modelling (Theory and Application)	20	IN YR	Core

Linked Option Group Rule: Select a minimum of 60 credits and a maximum of 60 credits from the linked (*) groups.

*** For this option group you must choose a minimum of 0 credits and a maximum of 60 credits**

7ET023	Dissertation	60	CRYRA	
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*** For this option group you must choose a minimum of 0 credits and a maximum of 60 credits**

7CN023	Demolition Work Based Learning	60	IN YR	
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Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

None

Reference Points:

Quality Code - [Part A: Setting and Maintaining Academic Standards](#). Including :

[Qualifications Frameworks](#)

[Characteristics Statements](#)

[Credit Frameworks](#)

[Subject Benchmark Statements](#) – Building and Surveying

Quality Code - [Part B: Assuring and Enhancing Academic Quality](#)

[University Policies and Regulations](#)

Faculty of Science and Engineering E&D policy

Equality Act (2010)

IDE Policy , guidelines and professional standards

CIOB Policy and Guidelines – Educational Framework

APM Policy and guidelines.

Learning Outcomes:

PGCert Course Learning Outcome 1 (PGCCL01)

Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of demolition practice with a conceptual understanding that enables you to: (a) critically evaluate current and relevant research and advanced scholarship in the industry (b) evaluate methodologies and develop critiques of them and, where appropriate to propose new hypotheses that can help advance knowledge in the industry.

PGCert Course Learning Outcome 2 (PGCCL02)

Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced professional practice in Demolition Management and an ability to continue to advance your knowledge, understanding, and skills to a high level.

PGDip Course Learning Outcome 1 (PGDCL01)

Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

PGDip Course Learning Outcome 2 (PGDCL02)

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

PGDip Course Learning Outcome 3 (PGDCL03)

Demonstrate the qualities and transferable skills necessary for employment requiring: (a) the exercise of initiative and personal responsibility (b) decision-making in complex and unpredictable situations (c) the independent learning ability required for continuing professional development.

Masters Course Learning Outcome 1 (MACLO1)

Demonstrate leadership and management skills within a demolition project team effectively responding to the contributions of other individuals.

Masters Course Learning Outcome 2 (MACLO2)

Apply numerical, statistical and quantitative skills within the planning and control of demolition projects in order to evaluate key issues which impact on project outcome.

Masters Course Learning Outcome 3 (MACLO3)

Appraise, critique and evaluate the effectiveness of demolition project management within a variety of strategic and operational contexts.

Masters Course Learning Outcome 4 (MACLO4)

Create knowledge through research and professional practice which is at the forefront of Demolition Management.

Overview of Assessment:

Module	Title	Course Learning Outcomes
7AT003	Building Information Modelling (Theory and Application)	PGDCLO2
7CN019	Sustainability and Circular Economy Cradle to Cradle	PGCCLO1, PGCCLO2, PGDCLO1, PGDCLO2
7CN020	Demolition Methodologies	PGCCLO1, PGDCLO1, PGDCLO3
7CN021	Asbestos Removal - For Management	PGDCLO1, PGDCLO3
7CN022	Corporate Management of Demolition	MACLO2, MACLO3, PGCCLO2, PGDCLO2
7CN023	Demolition Work Based Learning	MACLO1, MACLO2, MACLO3, MACLO4
7ET022	Research Methods and Professional Skills	PGCCLO2, PGDCLO2
7ET023	Dissertation	MACLO1, MACLO2, MACLO3, MACLO4

Teaching, Learning and Assessment:

Learning Activities may include:

Work based learning and/or project work and research.

Group projects

Problem based learning.

Use of project briefs and role play

Assessment methods

Some modules on your course will be assessed by a portfolio containing samples of work that demonstrates what you have accomplished. This is a good way to assess learning and development that is illustrated by multiple examples of work, opportunities for self-assessment and reflection chartering over a period of time. Tasks set relate to outcomes being assessed thus documenting evidence of development towards mastering the identified outcomes and skills. Portfolios enhance the assessment process by demonstrating a range of skills and understanding of the subject area by a student. Some portfolios are sometimes called Learning Journals.

A portfolio consists of a set of items that provide evidence of your learning accomplishments and are accompanied by with a short written reflection. Your portfolios, especially your reflection statements may be useful to demonstrate to potential employers, what you have gained from your course and the things that you are capable of producing. The exact contents of each portfolio will differ between modules. For example, practical modules may include a product that you have developed such as a piece of software, a CAD model or a physical prototype. Other more theoretical modules may contain results from test or examinations. The only common element between all portfolios is the written reflection. Portfolios may consist of both formative and summative work. Formative assessments provide feedback and are not used in the grading process. Their purpose is to provide both tutors and students with a gauge of progress. All modules on your course will contain some formative assessments. Summative assessments are used in the grading process. Most summative assessments (with a notable exception of exams) also have a formative aspect to them in that tutors provide written feedback on the work. Students should use this feedback to improve their performance on future assessments. Feedback on an assessment on one module may help with assessments on other modules as well as further assessments on that module. Assessment methods are closely linked to the learning and teaching approaches used, thus each module will differ in the assessment methods adopted, giving you opportunities to demonstrate your accomplishments in different ways.

Below are examples of the types of assessments that may be required for your portfolios:

Assignments – task based and report based assignments. Coursework frequently requires the writing of reports documenting the development of solutions. It is frequent practice to ask students to reflect on your learning experience as part of the coursework.

Case studies – based on realistic scenarios. Analysis, application and evaluation skills are developed via case studies as appropriate for the topic areas.

Practical exercises – tutorials and workshop sessions. These aid understanding and application of knowledge using a variety of software tools within practical settings in workshops as well as assessing depth and breadth of understanding and application of subject knowledge. Practical exercises are the primary mechanisms for assessing analysis and evaluation. The tasks undertaken involve well-defined problems with varied level of complexity.

Formal presentations - you may be required to present your work to a group of tutors or to the rest of the class. This may be a demonstration of practical work or may present the results of a study. These are an important way of assessing your communication skills.

Time-Constrained Assessments (tests) - may follow a traditional examination format or on-line alternatives. They are used to ensure breadth of knowledge has been acquired. Time controlled assessments (TCA) and examinations, some of which are case study based, emphasise application of knowledge and skills.

Individual Project Work – You will choose your own individual project topic and work individually on a large task. This work will be supported by regular meetings with a named project supervisor.

Assessments will also focus on skills such as team working, time-management and developing Continuing Professional Development (CPD) awareness, as well as discipline-specific skills related to the analysis, design, development, implementation, testing and evaluation of systems. Typical tasks include: production of technical documentation, reports for differing target audiences, presentations, demonstrations and viva, allowing assessment of the breadth and depth of knowledge, analysis and synthesis, communication, and evaluation within the subject area.

Some modules that require formal examinations for professional body accreditation may be assessed by examinations or a combination of examinations and portfolio.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University support:

[University Learning Centres](#) are the key source of academic information for students. Learning Centres provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases.

Learning Centres also provide students with academic skills support via the [Skills for Learning programme](#). Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

Course Specific Support

At the start of your course you will be assigned a Personal Tutor who will guide you through the induction process and provide support and academic counselling throughout your course on an appointment basis. They should be able to offer you advice and guidance to help you liaise with other staff and support facilities in the School and University. The Student Support Advisers (SSA) provide academic counselling and will be accessible throughout the week on a drop-in or appointment basis to discuss timetables, requests for extensions, requests for extenuating circumstances, general concerns about study and student life and general programme planning. The SSA will act as a first point of contact in relation to leave of absence (including returning after leave), withdrawal, transferring to another course (internal and external) and changes to mode of attendance. Your Course Leader will be available thereafter for meetings by appointment to discuss leave of absence, withdrawal, transferring to another course (internal and external), changes to mode of attendance, returning after leave of absence and direct entrants.

Subject support:

Tutorials, workshops, seminars and meetings - provide the primary opportunities for students to interact with staff on topics relating to modules. Specialist and industry practitioners will be invited to deliver timely and contemporary content and advice on current issues and technical applications. All modules provide at least one of these forms of face-to-face support.

Formative feedback - tutors provide personalised written feedback on most summative assessments. The mechanism for feedback from purely formative tasks varies between assessments, but will always be provided in some form. Online formative tasks often provide feedback straight away. On occasions tutors may provide generalised verbal feedback to the whole class on points relating to an assessment.

Assessment and subject-based surgeries provide additional student support for subjects that students often need extra help with. They are often concentrated around the times when assessments take place. Revision sessions are provided for many modules that have exam-like tests and enable you to interact with tutors to review parts of the course. Mock exams and tests may provide opportunities to experience an examination environment before the final summative test and give you feedback on your understanding.

International Students:

The International Centre will provide pre and post entry visa and immigration support and advice on and arrange for the necessary paperwork to be submitted to UKVI. They will also provide appropriate University Induction support on arrival and be a point of contact for international students throughout their stay here.

A range of social and cultural activities arranged by the International Centre will also promote the integration of international students into the whole of the University's learning community. English language support is also available through the international language centre in the University

Employability in the Curriculum:

A variety of job opportunities exist at various levels for demolition practitioners. Careerstructure.com for example is always advertising for: Health & Safety Manager – Strip out/ Demolition; Site Manager – Demolition; Demolition Supervisor; Civils Supervisor/Demolition Supervisor; Bid Coordinator – Demolition; Site Manager – Demolition; Demolition Operatives; and many more. These trends will only continue to increase based on the need to keep housing stock and infrastructure ratings high. In addition, the more experienced candidates will have opportunities to move up the corporate ladder and take on more senior roles in the industry.

The curriculum has been designed to ensure that each of the core requirements for these disciplines has been embedded; this is because students will be exposed to the principles of tool box talks, site investigations and risk assessments amongst other things.



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