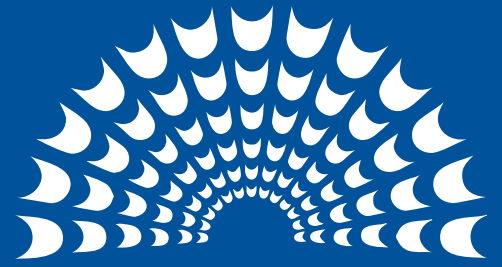
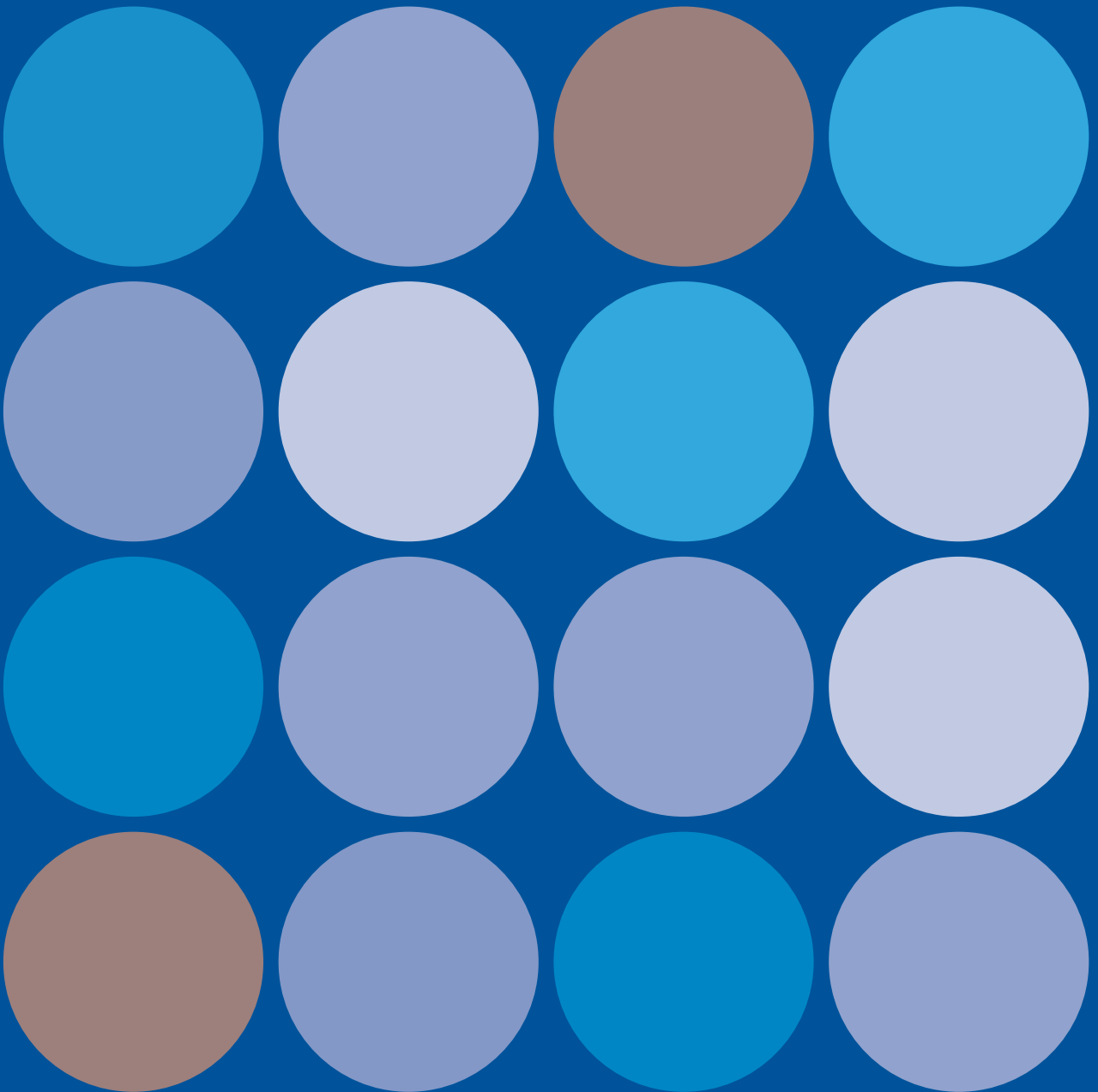


Higher education common graduate learning outcomes



Construction Industry Council



In 1997 the Common Learning Outcomes (CLOs) covering Built Environment HE programmes were signed up to by all the major professional bodies. Through consultation with the professional bodies and academia, a revised set of CLOs has now been developed to reflect the changing needs of the industry.

This revision has been carried out by CIC as an early project under the new Sector Skills Council for the industry, ConstructionSkills (licensed by Government in October 2003), which is a partnership between CIC, CITB-ConstructionSkills and CITB (Northern Ireland). ConstructionSkills will also be liaising closely with other built environment Sector Skills Councils in building services (SummitSkills) and property, housing etc. (AssesSkills). Within ConstructionSkills CIC has particular responsibility for the higher (professional, managerial & technical) levels of the industry. CIC is in a key position to bring together the inputs from the professional institutions, employers and academic and training stakeholders to address the many recruitment, education, training and qualification issues in this area. This will build on the extensive strategic work that has been carried out in the area of Lifelong Learning by CIC.

The construction and built environment sector recognises that improvement in construction practice can only be truly effective when all stakeholders – clients, fundholders, regulators, planners, designers, procurers, suppliers, constructors, operators and maintainers – work together and recognise the distinctiveness of all professions within the industry.

As part of this integration, it is crucial that all those graduating into the sector have a common knowledge of these practices, and understand the key factors required to maintain the momentum and ensure its continued success.

A set of common graduate learning outcomes provides a valuable benchmark for construction and built environment graduates, and CIC, as the industry umbrella body for 500,000 professionals, is the most appropriate forum to coordinate work in producing an agreed schedule for these.

Each professional body is at liberty to choose the means by which evidence of the Common Learning Outcomes is collected and assessed, to best suit their own systems and processes. In many cases, assessment of courses against the CLOs will coincide with the regular time-scale for general accreditation of the course by the professional body.

The new memorandum of agreement stipulates that:

The professional bodies who accredit or validate degree courses in construction and the built environment agree that the granting of accredited status (or validation) will be dependent upon evidence of the learning outcomes listed being available during their accreditation process, on the understanding that:

1. Each professional body will need to clarify with CIC how the Common Learning Outcomes are to be validated or accredited.

Each professional body will need to provide CIC with a list of courses accredited to deliver the Common Learning Outcomes.

3. The wording of a learning outcome may (with CIC's prior validation) be modified to contextualise it to a particular discipline.

4. The outcomes are independent of mode or method of delivery.

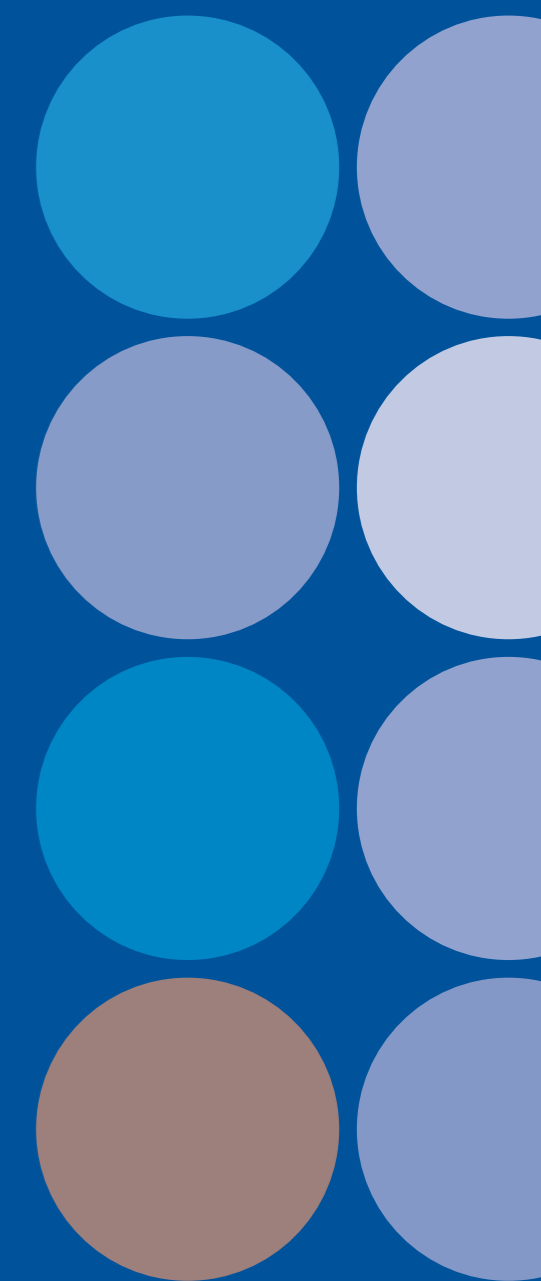
5. Providers of courses will need to provide evidence that the outcomes have been achieved at least once during the programme of study.

6. The outcomes represent a minimum attainment, independent of time allocation, academic importance and worth, and frequency of achievement and are independent of mode of method of delivery.

7. A professional body may wish to set its own standards of achievement in excess of that expected for each learning outcome.

8. Courses which are accredited by professional bodies and which provide for these learning outcomes will be designated a 'CIC/ConstructionSkills Course' validated to incorporate FE Common Graduate Learning Outcomes or a 'CIC Course in the Built Environment' validated to incorporate FE Common Learning Outcomes as appropriate and may use the CIC/ConstructionSkills logos.

9. The obligations of an engineering institution as a Nominated and Licensed body of the Engineering Council are not affected.



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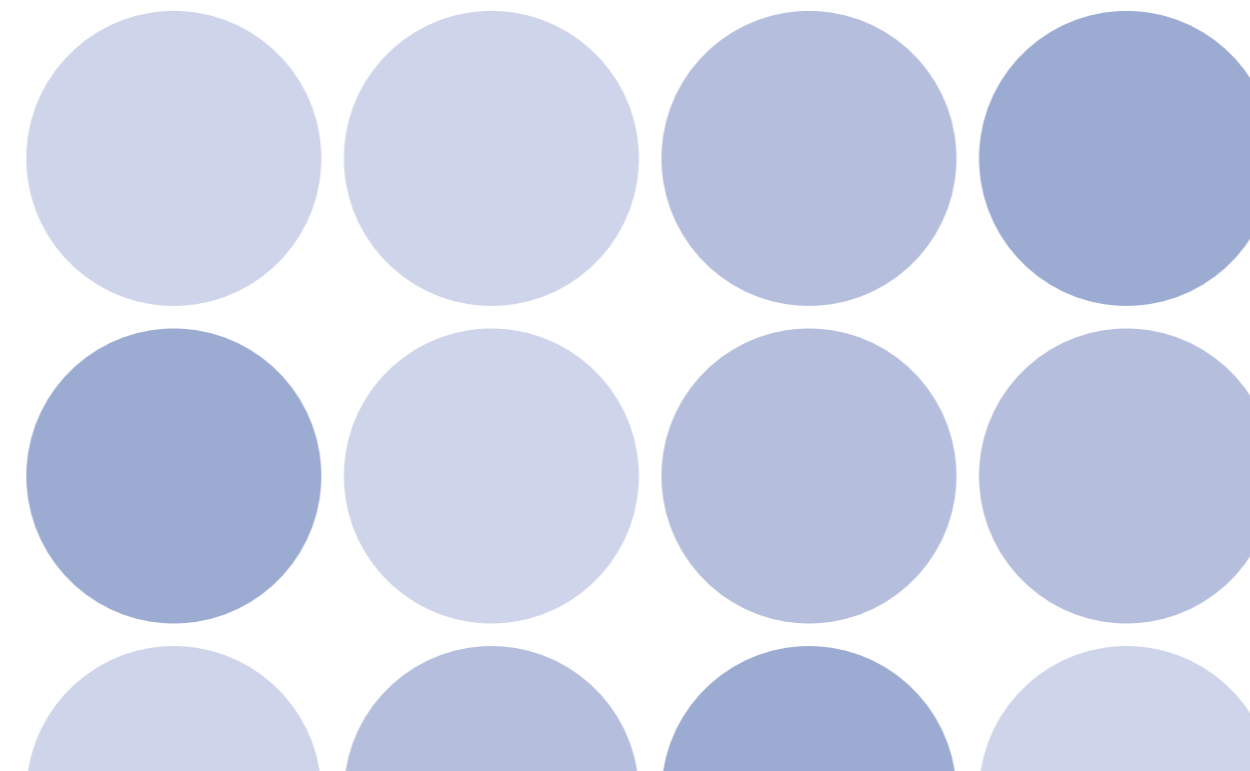
The criteria below set out the personal skills and levels of technical and professional awareness that new graduates should have achieved as they embark upon their professional careers:

1. Personal Skills

As a result of learning on this programme the student will be able to

Statement

- 1 Select and use effectively the necessary range of appropriate written, oral and presentational skills.
- 2 Select and use effectively the necessary range of numerical methods for calculating, checking and presenting solutions to problems.
- 3 Select and apply the necessary range of IT applications for preparing and presenting information.
- 4 Identify the aims and objectives of research needs and collect, organise, analyse, evaluate data and present findings.
- 5 Develop, maintain and encourage constructive working relationships which seek to avoid or resolve conflicts and differences.
- 6 Work effectively in teams through interpersonal relationships and group dynamics to agree goals, plans, review and evaluate progress.
- 7 Define, investigate and analyse problems of a non routine and unfamiliar nature and apply judgement to devise practical and creative solutions.
- 8 Review and identify own learning needs and resources, undertake personal development and evaluate achievements against targets.



2. Technical knowledge

As a result of learning on this programme the student will be conversant with

Statement

- 1 The principles of planning, design and development and their application within the sector.
- 2 The principles of current and innovative procurement processes.
- 3 Principles and benefits of integrated teams.
- 4 The significance of clients and user requirements, factors affecting development and design fitness for purpose.
- 5 The concepts of construction technology.
- 6 The importance of design information, its development and communication to other parties.
- 7 The principles of project planning, auditing and monitoring.
- 8 The models of quality management.
- 9 The issues associated with project completion and learning from feedback.
- 10 The principles of the operation, maintenance, management and reuse of property, structures and services.

3. Professional knowledge

As a result of learning on this programme the student will be conversant with

Statement

- 1 The principles of professional ethics and values across the industry, professional judgement and duty of care.
- 2 The importance of sustainable development, environmental legislation, energy management and environmental impact.
- 3 The principles and processes of legal frameworks, contracts, statutory control and the responsibilities and constraints they place on action and interaction.
- 4 The application of health, safety and welfare legislation and responsibilities, and the processes of hazard identification and risk management.
- 5 Economic principles and their application and significance to the sector and the principles of management and business operation and commercial risk.
- 6 Social, political and cultural issues and their implications and significance to design, development and use of the built environment.



ConstructionSkills is a partnership between CIC, CITB-ConstructionSkills, and CITB(NI) as the Sector Skills Council for Construction