COURSE DESCRIPTOR 2022/23

CL523 The Construction Industry Client

Course Registrar: Dr Mike Murray	**Taught To (Programme):** **Civil Engineering** **Civil and Environmental Engineering**	
Other Lecturers Involved: None	**Credit Weighting:10**	**Semester:1**
Assumed Pre-requisites : Course entry requirements	**Elective course**	**Academic Level:5**

Course Format and Delivery (hours):

Lecture	Tutorial	Laboratory	Coursework	Project	Private Study	**Total**
10	10	0	30		50	100

Course Aim(s)

This course aims to:

- To assist students who are in their transition year to graduate employment to become engaged, enterprising and enquiring through their participation in a self-directed learning (SDL) project.
- To allow students to study their chosen subject(s) in depth and enhance their capacity for demonstrating curiosity, creativity and critical reflection.
- To assist students to prepare for their initial professional development (IPD) through developing habits of mind consistent with a life-long learning perspective.
- To enable students to develop their academic, personal and professional potential.
- To provide students with an appreciation of the construction industry client (demand side) and their requirements for services provided by civil engineering consultant engineers and contracting organisations (supply side).

Learning Outcomes

On completion of the course the student is expected to be able to

(1) Undertake an ***analysis*** of the construction industry "client" (demand side) requirements of the supply side (contractors / consultant engineers).
(2) ***Diagnose*** their learning needs from problematizing a real-world industry based "client" scenario.
(3) ***Formulate*** learning goals and take action to address their learning needs.
(4) ***Assess*** the legitimacy of group dynamics theories based on a personal-peer collaborative working environment.
(5) ***Evaluate*** their own learning and that of their peers based on a collaborative task(s).

Syllabus

The course learning will be:

- Introduction to self-directed learning (SDL) within a context of graduate and professional attributes and a transition to graduate employment (IPD) in the civil engineering sector.
- Becoming a reflective “student” practitioner “in” and “on” practice.
- Group dynamics theories in interdisciplinary and inter-organisational project teams.
- Contrasting & comparing the public /private / third sector clients who commission civil engineers.
- Understanding the client organisation and tendering process and why they may need to build- the temporary project.
- Satisfying the client- prequalification procedures for contractors and consultants.
- Client Key Performance Indicators (KPI’s).
- Client responsibility for decision-making during the temporary project.
- The client role in H&S: CDM Regulations 2015.
- Client Corporate Social Responsibility- alignment with the temporary construction project.

Assessment Criteria

Criteria

LO1 & 4 (AFL 1)

C1 participation in a collaborative team jigsaw (book chapter(s) reading) event.
C2 submission of a 2-3 page reflective account based on the jigsaw experience.

LO.2 &3 (AFL 2)

C1 production of a team learning contract detailing the team goals and expectations, policies, procedures, and consequences
C2 submission of a team report and demonstrating new knowledge gained from problematizing the construction industry "clients".

LO.5 (AFL 3)

C1 submission of a critical-reflective account that conveys new knowledge (and ways of knowing) related to habits of mind associated with SDL.

Principles of Assessment & Feedback:

PRINCIPLE 1. ASSESSMENT AND FEEDBACK PRACTICES PROMOTE EFFECTIVE STUDENT LEARNING:

All three assessments are "assessments for learning" rather than assessments of learning and assessment no. 2 is a self-directed group (team) project whereby the learning goals and evaluation methods are developed by the students and encapsulated in a team learning contract. The assessment approach adopted requires the students to view learning as a continuous and reflective practice whereby they are empowered to map the learning landscape and their speed of travel through the module. Collaborative learning is required in assessment no.1 (Book reading team Jigsaw, a flipped classroom) and assessment no.2 (team client project) and perceptions of peer dialogue and teamwork (self and peers) is incorporated in the assessment requirements. Assessment no. 3 requires the students to provide an individual reflective account of their learning experience during the module. Whilst assessment no's 1&2 require a collaborative chemistry the assessment and evaluation of the activities require self-assessment and peer assessment. Assessment no. 2 is a self-directed team project whereby the students are responsible (under guidance) for establishing the learning to be gained from their interaction with the construction industry client. Assessment no.2 (team client project) provides an opportunity for the students to self / peer assess and reflect on their stated learning goals encapsulated in their team learning contract. Assessment no.3 (individual reflective report) will provide a wealth of rich narrative (and a surrogate for a typical student module evaluation questionnaire) that will allow the future delivery of the module to be informed and shaped by the responses made by students about their own learning.

PRINCIPLE 2. ASSESSMENT AND FEEDBACK PRACTICES ARE APPROPRIATE, FAIR, AND TRANSPARENT:

All three coursework assessments provide students with an opportunity to acquire knowledge and develop skills that are aligned to them taking on an identity as a professional civil engineer. The nature of the coursework assessments (Afl) encourage an emergent development of new knowledge rather than the recollection of learning that has been dispensed by the tutor. Nonetheless, the assessment criteria are clearly defined to students and exemplars are used to demonstrate the variance of standards across the marking range. Provision is made to assist students who require assistance with assessment (e.g. dyslexia) where the student has notified the department disability coordinator.

PRINCIPLE 3. ASSESSMENT AND FEEDBACK PRACTICES ARE CLEARLY COMMUNICATED TO STUDENTS AND STAFF:

Students are informed verbally and in writing (including My Place) that the four coursework's are "assessments for learning" rather than assessments of learning and as such will require them to consider prior learning and to have an active part in their knowledge construction. The coursework assessments encourage peer learning and whilst not explicitly requiring peer assessment, they do promote a cooperative learning space where questioning and discussion between students, and between students and academics, is fostered. The criteria and standards used to assess the student coursework's are communicated to students before each assessment is given out.

PRINCIPLE 4. ASSESSMENT AND FEEDBACK PRACTICES ARE CONTINUOUSLY REVIEWED:

The LO's and subsequent assessment subjects are synthesised from guidance provided by the Engineering Council & The Joint Board of Moderators and two of the Professional Institutions- ICE & IStructE, vis-à-vis the seven Professional Attributes for (ICE) and the Development Objectives (IStructE). The assessment also provide an opportunity for students to consider the UOS graduate attributes related to an international outlook and ethical behaviour.

Assessment no.1 (Book reading team Jigsaw, a flipped classroom) has been developed through reflecting on student feedback from an ongoing department book club and compulsory book reading initiative. The "jigsaw" approach is a direct result of the module registrar's participation in personal CPD (PG Certificate learning and teaching in HE).

Reading

Electronic Resource:

- Boyd D and Chinyio E (2006) Understanding the Construction Client, WB
- Brandon P and Lu S L (2008) Clients Driving Innovation, Wiley-Blackwell.
- Challender, J & Whitaker, R (2019) The Client Role in Successful Construction Projects, Routledge.
- Gardner I (2015) The Client Responsibility within the commissioning organization, Chapter 3, In, Achieving Successful Construction Projects: A Guide for Industry Leaders and Programme Managers. Routledge.
- Haugbølle, K and Boyd, D (2017) Clients and users in construction : agency, governance and innovation / edited by., Abingdon, Oxon ; Routledge,, 2017, CIB, the International Council for Research and Innovation in Building and Construction
- Kershaw S and Hutchison D (2009) Client Best Practice Guide,London: ICE Publishing.
- Murray, M and Langford D. A, Construction Reports 1944-1998: How the Government Has Shaped the Post-War Construction Industry, Blackwell Publications, January 2003, ISBN 0632 05928 1.

Other Possible Reading:

- Blyth A and Worthington J (2010) Managing the Brief for Better Design. 2ND Edit. Taylor & Francis.
- Constructing Excellence (2015) Building Success – lessons from frequent clients who got it right http://constructingexcellence.org.uk/wp-content/uploads/2015/10/frecl-r.pdf
- Construction Industry Council (2002) How Buildings Add Value for Clients, ICE Publishing.
- Construction Industry Board (1997) Briefing the Team: A Guide to Better Briefing for Clients (CIB reports), Thomas Telford Ltd.
- Construction Industry Board (1997) Construction Success: The Construction Strategy Code of Practice for Clients (CIB reports), Thomas Telford Ltd
- Doherty S (2008) Chapter 10: The Role of the Client, In Heathrow's Terminal 5: History in the Making. John Wiley & Sons.
- Haugbolle K and David Boyd D (2016) Clients and Users in Construction: Agency, Governance and Innovation, Routledge.
- ICE (2016) Civil Engineering Procedure. 7th Edit, ICE, Thomas Telford.(Chapter 2 Concept and promotion of a civil engineering project)
- Kamara J M, Anumba C J, Evbuomwan N F (2002) Capturing Client Requirements in Construction

Projects, ICE Publishing.
- Kirkham R J and Brandon P S (2014) Chapter 5, Client identification and the Briefing Process: Aligning the Client need with the Brief sand the Budget. In, Ferry and Brandon's cost planning of buildings. Wiley-Blackwell.
- Mead J and Gruenberg S (2013) The client's values and the balanced scorecard, Chapter 3, In, Programme Procurement in Construction: Learning from London 2012, Wiley-Blackwell.
- Mosey D (2009) Chapter 5: Client Leadership, Communication Systems and Binding Programmes ,In Early Contractor Involvement in Building Procurement Contracts, Partnering and Project Management. Wiley-Blackwell.
- RIBA (2008) A Client's Guide to Health and Safety for a Construction Project, RIBA Publishing.
- Saxon R (2016) BIM for Construction Clients, London: RIBA Enterprises Ltd.
- Sommer F (2004) Engage: how to deliver socially responsible construction: a client's guide. CIRIA
- Ullathorne P (2005) Being an Effective Construction Client: Working on Commercial and Public Projects, RIBA Publishing.
- UK Green Building Council (2019) Circular economy guidance for construction clients: https://www.ukgbc.org/wp-content/uploads/2019/04/Circular-Economy-Report.pdf

Example Journal/ Conference Papers

- Alhava, O, Laine, E and Kiviniemi, A (2014) *Interactive Client Centric Design Management Process for Construction Projects.* In: ECPPM 2014, 2014-09 - 2014-09, Vienna, Austria.https://livrepository.liverpool.ac.uk/2007729/1/C2014.04%20Interactive%20Client%20Centric%20Design%20Management%20Process.pdf
- Aritua, B, Smith, N.J and Bower, D (2009) Construction client multi-projects – A complex adaptive systems perspective, *International Journal of Project Management* 27(1): 72–79.
- Aritua, B Male, S and Bower, D (2009) Defining the intelligent public sector construction client. *Proceedings of the Institution of Civil Engineers - Management, Procurement and Law* 162 (2):75-82.
- Briscoe ,G.H, Dainty ,A.R.J, Millett, S.J & Neale, R.H (2004) Client-led strategies for construction supply chain improvement, *Construction Management and Economics*, 22(2): 193-201.
- Bryde, D.J and Robinson (2005) Client versus contractor perspectives on project success criteria, *International Journal of Project Management* 23(8):622–629.
- Bresnen, M.J and Marshall, N(2000) Building partnerships: case studies of client contractor collaboration in the UK construction industry, *Construction Management and Economics*, 18(7): 819-832.
- Cheng, J, Proverbs, D.G and Oduoza, C.F (2006),"The satisfaction levels of UK construction clients based on the performance of consultants*", Engineering, Construction and Architectural Management,* 13(6):567-583.
- Chinyio, E.A, Olomolaiye, P.O and Corbett, P (1998) An evaluation of the project needs of UK building
- Gibb, A, and Isack, F (2001),"Client drivers for construction projects: implications for standardization", *Engineering, Construction and Architectural Management*, 8(1):46-58.
- Hone D Higgins D Galloway I and Kintrea K (2011) Delivering London 2012: organisation and programme. *Proceedings of the ICE-Civil Engineering* 164(5):5-12.
- Loosemore, M and Richard, J (2015)"Valuing innovation in construction and infrastructure", *Engineering,*
- Siva, J and London, K (2012),"Client learning for successful architect-client relationships", *Engineering, Construction and Architectural Management*, 19 (3):253-268.
- Tayler, C J (1992) Ethyl Benzene Project: the client's perspective, *International Journal of Project Management,* 10(3):175-178.
- Wolstenholme, A, Fugeman, I and Hammond, F (2008) Heathrow Terminal 5: delivery strategy. *Proceedings of the ICE-Civil Engineering* 161:10–15.

Key Reports:

Latham , M (1994) Constructing the Team, http://constructingexcellence.org.uk/wp-content/uploads/2014/10/Constructing-the-team-The-Latham-Report.pdf

Egan, J (1998) Rethinking Construction, http://constructingexcellence.org.uk/wp-content/uploads/2014/10/rethinking_construction_report.pdf

Construction Industry Council (2002) Accelerating Change http://constructingexcellence.org.uk/wp-content/uploads/2014/10/accelerating_change.pdf

Wolsteholme, A (2009) Never waste a Good Crisis, A Review of Progress since Rethinking Construction and

Thoughts for Our Future,
http://constructingexcellence.org.uk/wp-content/uploads/2014/12/Wolstenholme_Report_Oct_2009.pdf

HM Government (2018) Industrial Strategy : Construction Sector Deal
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/731871/construction-sector-deal-print-single.pdf

Websites:

- CIB (2016) Commissions / Clients and Users in Construction- W118, Conseil International du Bâtiment"- International Council for Building
  http://site.cibworld.nl/db/commission/browserecord_comnr.php?&commission_no=W118
- CIB (2016) Clients and Users in Construction-Research Roadmap summary.
  http://www.wbc16.com/media/w118-pub-408-summary.pdf
- Constructing Excellence (2016) Construction Clients Group,
  http://ccg.constructingexcellence.org.uk/about/history/
- ICE (2016) Clients, Collaboration and Connections - improving how civil engineers work
  https://www.ice.org.uk/disciplines-and-resources/information-sheet/clients-collaboration-and-connections
- ICE (2016) Infrastructure Client Group
  https://www.ice.org.uk/about-us/what-we-do/infrastructure-client-group

Approved

Programme Director Signature:
Date of Last Modifications: 27/08/2022

Class Code	CL523	Class Title	The Construction Industry Client

Brief Description of Assessment

Semester 1

(AFL1): Week 5 Monday 17th October **-**Book Jigsaw team & individual coursework:

(AFL2): Week 10 Monday 21st November -Collaborative Team Report (1800-2000 words each student + group section 1500 words max)

(AFL 3): Week 11 Friday 2nd December - Individual Reflective Report (1500-2000 words).

Indicate in the tables below the Hand-Out (H), Submission (S) and Feedback (F) dates for each and the timing of each Exam/Class Test (E), (T). Include duration of exam in brackets (e.g. E (2)).

Semester 1

Assessment type (& title)	LOs	Weight (%)	Individual / Group	WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8	WK9	WK10	WK11	Exam Period
Book Jigsaw & Flipped Classroom	**1,2,4,5**	**25%**	**I & G**	**H**				**S**			**F**				
Collaborative Team Report	**1-5**	**50%**	**I (40%) & G (20%)**	**H**									**S**		**F**
Reflective Report	**5**	**25%**	**I**	**H**										**S**	**F**

Resit Arrangements: Coursework

JBM Programme Threads

Thread	Primary	Secondary	Contributory
Design			**LO.1-LO.5**
Health, Safety & Risk Assessment			**LO.1-LO.5**
Sustainability			**LO.1-LO.5**
Maths for Engineers			
Industry	**LO.1-LO.5**		
Professional Skills	**LO.1-LO.5**		

Module Learning Outcome Engineering Council AHEP competencies:

Module Learning Outcome	Engineering Council AHEP competencies: Knowledge, Understanding and Ability
LO1	**Design** **Understand and evaluate business, customer and user needs, including considerations such as the wider engineering context, public perception and aesthetics**
LO2	**Economic, legal, social, ethical and environmental context** **Understanding of the key drivers for business success, including innovation, calculated commercial risks and customer satisfaction.**
LO3	**Additional general skills** **Plan self-learning and improve performance, as the foundation for lifelong learning/CPD** **Monitor and adjust a personal programme of work on an on-going basis** **Exercise initiative and personal responsibility, which may be as a team member or leader**
LO4	**Engineering practice** **Understanding of different roles within an engineering team and the ability to exercise initiative and personal responsibility, which may be as a team member or leader.**
LO5	**Additional general skills** **Apply their skills in problem solving, communication, working with others, information retrieval and the effective use of general IT facilities** **Plan self-learning and improve performance, as the foundation for lifelong learning/CPD** **Monitor and adjust a personal programme of work on an on-going basis** **Exercise initiative and personal responsibility, which may be as a team member or leader**