

## Section 1: Basic Data

Awarding institution/body: **UWE**

Teaching institution: **UWE**

Faculty responsible for programme: **FBE**

Programme accredited by: **RICS**

Highest award title: **MSc Construction Project Management**

Default award title:

**PG Certificate Construction Project Management**

Interim award title: **PG Diploma Construction Project Management**

Modular scheme title: **PG Modular Scheme**

UCAS codes:

QAA subject benchmarking group(s):

Valid until:

Valid from: **2005**

Authorised by: **PG Modular Scheme Director** Date:

Version code: **2**

Version year: **2005**

## Section 2: Educational aims of the programme

The programme aims to develop understanding of the management functions required of and by organisations and projects in construction including the full spectrum of the development process. This requires students to be able to comprehend and engage in case studies of the process through which buildings and works of civil engineering are created and, in particular, analyse the economic, technical and legal constraints of construction. More specifically, the aims of the award are to:

1. Provide students with a stimulating, educational and professional programme of study to develop competent, versatile, enterprising, and self-reliant managers.
2. Motivate and equip students to play a leading role in construction project management, engage effectively in improving the process through which companies, practices and projects are managed, and which, in turn, manage the creation of the built environment.
3. Offer opportunities for flexibility of study for individual students, both UK and international, in relation to their own circumstances, interests, or career.
4. Provide a balanced mix of challenge and support as students build and place in context their knowledge base, understanding, and skills; and offer opportunities to re-evaluate these in new contexts and in the light of additional evidence.

## Section 3: Learning outcomes of the programme

### A: Knowledge and understanding

<p><b>By the end of the programme, the student should be able:</b></p> <ol style="list-style-type: none"><li>1. to analyse the role of user requirements, functional requirements, performance standards and legislation in the design of the built environment;</li><li>2. to identify current management paradigms and strategies and evaluate their effectiveness in the context and culture of the construction industry;</li><li>3. to apply information technology both in the context of learning, and the construction process, and examine its growing strategic importance;</li><li>4. to identify and evaluate contemporary construction procurement methods and their associated contractual arrangements;</li><li>5. to critically analyse financial performance, and evaluate the management of financial resources in construction and property, in relation to their finite nature, cost (financial and environmental), and the importance of achieving optimum utilisation;</li><li>6. to examine the resources of production to ensure that the design is brought to fruition, to the required levels of quality and reliability within financial, legal, time and environmental constraints;</li><li>7. to recognise the resources required for the development process to ensure that design information is provided within time restraints and that it satisfies the requirements of the design brief;</li><li>8. to identify the various internal and external factors affecting the interdependence of the design process, production technologies, resources, and buildability;</li><li>9. to analyse the various factors in projects in order to produce solutions that are acceptable in social, economic, environmental and technological terms.</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>The programme is intended to form part of the student's personal and career development, with an emphasis on shared learning and inter-professional work. This process will take place within modules shared with other programmes and is an integral part of the research methods module.</p> <p>The learner is required to engage with the open learning material provided, carry out preparatory activities and undertake the specified reading. The learner is also encouraged to undertake independent reading to supplement what is recommended and to broaden their individual knowledge and understanding of the subject.</p> <p>The acquisition of:</p> <p>Outcome 1. is mainly through Construction Project Management Principles;</p> <p>Outcome 2. is through Organisational Structures and Behaviour B, or Organisational Analysis and Change</p> <p>Outcome 3. is through Built Environment Information Management B;</p> <p>Outcome 4. is through Construction Procurement Management B;</p> <p>Outcome 5. is mainly through Finance for Managers and Construction Project Management Practice B;</p> <p>Outcome 6. is through Construction Operations Management B;</p> <p>and Outcomes 7, 8 and 9 are through Construction Project Management Practice B.</p> <p><b>Assessment</b></p> <p>Testing of the knowledge base is through supervised mini-projects which can include reports and presentations.</p>
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## B: Intellectual skills

### By the end of the programme, the student should be able:

1. to judge and evaluate the quality (validity, reliability and generalisability) of evidence which is used to support claims about theory/current problems in practice;
2. to analyse information from a range of sources and disciplines to construct effective arguments;
3. to tolerate and operate within an environment of uncertainty;
4. to formulate, present, and debate complex ideas, and engage with contested concepts;
5. to synthesise information from different sources and disciplines and apply it in innovative ways, postulating realistic solutions to current limits of understanding.

### Teaching/learning methods and strategies

Evaluation of the quality of evidence to support claims on theory and problems in practice is the basis of M level work carried out in all modules.

Intellectual skills 1 and 2 are developed across all modules and form the basis of the programme.

Skills 1 and 4 are specifically developed in Research for Policy and Practice. The culmination of this 'theme' is the Dissertation, which encompasses all these skills, and where a progress seminar with peer review is part of the process.

Skill 3. is developed mainly through Construction Operations Management B.

Skill 5. is through the two Project Management modules.

### Assessment

Skills are tested by a variety of methods included in supervised mini-projects.

## C: Subject, Professional and Practical Skills

### By the end of the programme, the student should be able:

1. to justify solutions for those concerned with construction organisations and the procurement, design, production and maintenance of construction works;
2. to apply variance and unpredictability within projects and integrate work into the context of the wider economic, market and social environment in relation to professional practice;
3. to recognise the role of ethical and value judgements in social, economic and technological contexts, and identify their source, effect and use in arriving at sustainable decisions and ethical solutions;
4. to develop products and safe systems of work that protect the health and safety of those affected by the construction industry;
5. to demonstrate an awareness of sustainability and develop strategies to minimise the impact of the development process on the natural environment.

### Teaching/learning methods and strategies

Skill 1 is included in Construction Project Management Principles.

Skill 2 is part of Construction Procurement Management B, and Finance for Managers.

Skill 3 is covered by Organisational Structures and Behaviour B, or Organisational Analysis and Change, and Built Environment Information Management B.

Skill 4 is inherent in Construction Operations Management B, and finally,

Skill 5 is part of the Construction Project Management Practice B module, which has an overview of project management.

### Assessment

Skills are assessed by reports and seminars included in mini-projects.

## D: Transferable skills and other attributes

### By the end of the programme, the student should be able:

1. to communicate and present ideas and complex material effectively and succinctly in written, graphic and oral forms, to specialist and non-specialist audiences, and be able to defend their own work;
2. to use management and interpersonal skills to deal with tensions and conflict, negotiate tasks, and work in teams while reflecting on individual practice and the practice of others;
3. to initiate and manage the research process, utilising appropriate methodologies;
4. to self-direct, manage, and reflect on their own learning, exercising initiative and taking personal responsibility;

### Teaching/learning methods and strategies

All modules contribute to the development of transferable skills, and skill 4 is embedded in the course through the open learning pattern of study. Particular modules are focused on the other transferable skills, however:

Skill 1 is embedded particularly in Construction Project Management Principles.

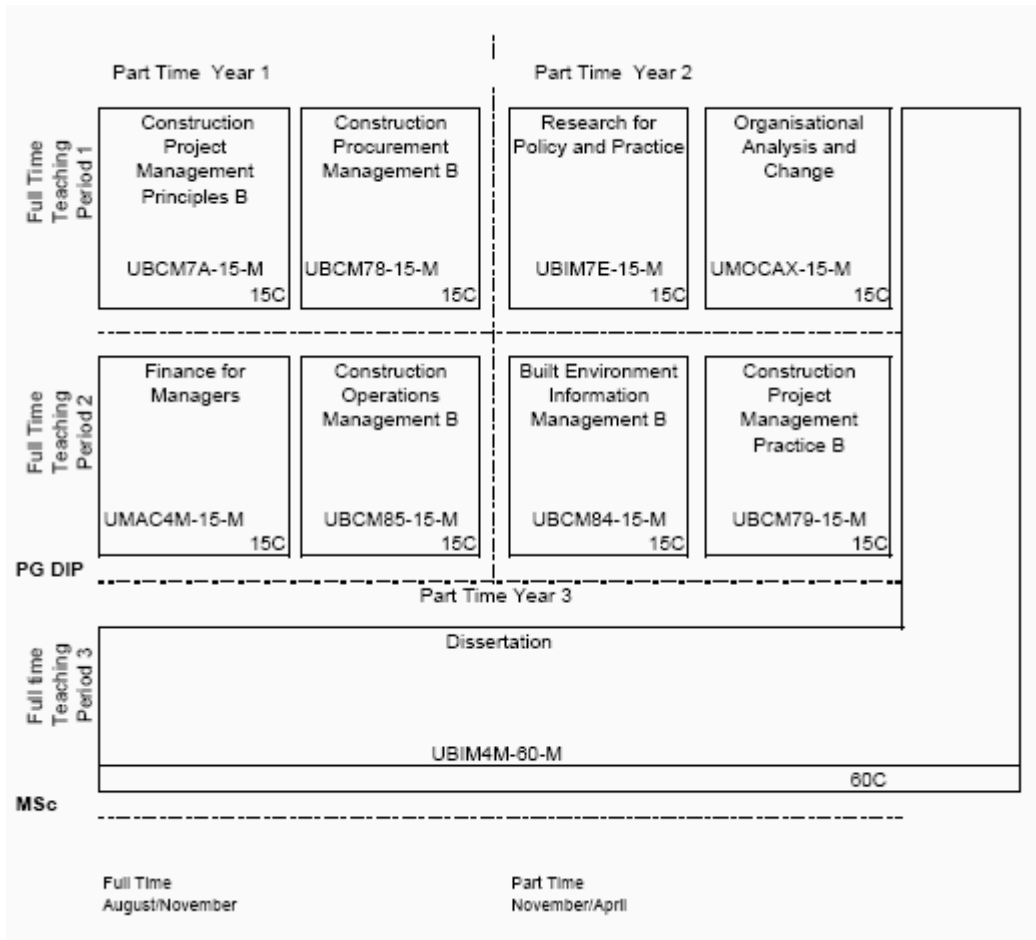
Skill 2 is embedded in Construction Operations Management B and Construction Project Management Practice B.

Skill 3 is specifically developed in Research for Policy and Practice, which leads into the Dissertation.

### Assessment

A variety of assessment methods are used within supervised projects and the dissertation assesses skill 3 in particular.

## Section 4: Programme structure



- course structure

All modules are level M, and are 15 credits, unless otherwise stated.

Modules taken during the first teaching period;

Part-time, Year 1:

Construction Project Management Principles  
Construction Operations Management B

Part-time, Year 2:

Research for Policy and Practice  
Organisational Structures and Behaviour B OR Organisational Analysis and Change

Full-time students take ALL first teaching period modules.

Modules taken during the second teaching period:

Part-time, Year 1:

Construction Procurement Management B  
Finance for Managers

Part-time, Year 2:

Construction Project Management Practice B  
Built Environment Information Management B

Full-time students take ALL second teaching period modules

Students who progress to the MSc take the Dissertation (60 credits).

Full-time students have the option of submitting their dissertations in August at the end of the academic year (to allow

completion within 12 months), but their formal submission date is November of that year.

Part-time students have the option of submitting their dissertations in November after the completion of their second academic year, but their formal submission date is April in the following year.

## Core modules

Level M
UBCM84-15-M: Built Environment Information Management B (15)
UBCM85-15-M: Construction Operations Management B (15)
UBCM78-15-M: Construction Procurement Management B (15)
UBCM79-15-M: Construction Project Management Practice B (15)
UBCM7A-15-M: Construction Project Management Principles (15)
UBIM4M-60-M: Dissertation (60)
UMAC4M-15-M: Finance for Managers (15)
UMOCAX-15-M: Organisational Analysis and Change (15)
UBIM7E-15-M: Research for Policy and Practice (15)

## Optional modules

Student may select 15 credits from the following modules

## Target Award

### MSc Construction Project Management

180 credits, comprising the 120 credits of the PG Diploma Construction Project Management, plus the 60 credit Dissertation

### Default Award

### Interim Awards

PG Diploma Construction Project Management

120 credits at level M, comprising of Research for Policy and Practice, and 105 credits from the modules listed(excluding the Dissertation).

PG Certificate Construction Project Management

60 credits at level M from the modules listed (excluding the Dissertation)



## Section 5: Entry requirements

Successful applicants will:

- i) be over 21 years of age on 31 December in the year of entry AND
- ii) hold a 2.2 honours degree awarded by a UK university (or equivalent approved degree awarded by an overseas institution) OR
- iii) hold other appropriate academic or professional qualifications approved as an entry qualification by a relevant professional body OR
- iv) be mature without the educational background as described above but who may be admitted subject to showing their experience and potential ability to cope with the requirements of the award; in such cases, applicants will normally:
  - a) be over 24 years of age on 31 December in the year of entry,
  - b) possess an appropriate educational background and provide evidence of appropriate ability in English Language and Mathematics,
  - c) be able to demonstrate that they have at least three years of appropriate experience
  - d) provide a satisfactory employer's reference confirming their experience and capability,
  - e) provide an essay of at least 1000 words, to a satisfactory standard on a selected topic,
  - f) satisfy at interview their potential suitability and ability to benefit from study for the award.

The course draws upon international experience and examples, and international applications are welcomed.

## Section 6: Assessment Regulations

The assessment is under the University Module Assessment Regulations (MAR).

## Section 7: Student learning: distinctive features and support

The teaching and learning strategy of the Faculty has been developed with an investment in reflection on best practice. At the heart of the strategy are the goals of fostering deep approaches to learning and promoting life long learning. These are to be achieved through a strategy of managed diversity, particularly with M level study.

The open learning structure of this programme gives students the advantages of learning at a distance (flexibility and less time away from work) combined with enough face-to-face contact with staff and fellow students to encourage the group identity and support which is more difficult to achieve with full distance learning.

The 'part-time' MSc route requires attendance for one induction day and then 12 three day blocks (six blocks to PG Certificate stage, six more to PG Diploma, no formal attendance requirement for the Masters stage). Because it is recognised that some students/subjects will require a longer period for the dissertation than others, there is a choice of submission dates for this (making a total of 28 or 32 months duration). The 'full-time', 12 month MSc route requires attendance for 12 three day blocks, but students are also supported by tutorials in between blocks, in addition to the electronic means listed below. Again, there will be flexibility with regard to the submission date of the dissertation, allowing completion in 12 or 16 months. The PG Student Adviser provides additional support for students and is the 'first point of call' for problems.

The attendance blocks are designed such that a module has one and a half contact days in each of three blocks of a teaching period, providing time in between the blocks for reflection, reading around the subject, making connections with the student's job (where applicable), carrying out directed activities, etc. Tutor support is provided in this period via telephone and e-mail.

## Section 8: Reference points/benchmarks

The programme has been designed to take into account the research expertise available within the Faculty and in particular the Construction and Property Research Centre. This research will strongly underpin the programme content, particularly in the area of innovation in the management of projects and information communication technology.

The development of the programme has been influenced by government, employers and professional bodies, such as the:

Department for Trade and Industry; the Construction Best Practice Programme; and the Royal Institute of Chartered Surveyors.

There is local representation by teaching staff with the Association of Project Managers and the Chartered Institute of Building to consider the need for more efficient management and organisation in the construction industry. There is also a link with employers through part time students and their interaction between academia and practice.