



<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	Royal Institution of Chartered Surveyors (RICS); Chartered Institute of Building (CIOB); Association for Project Management (APM)	
<b>Reference points:</b>	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016

### **B. Course Aims and Features**

<b>Distinctive features of course</b>	<p>This course is for those wishing to further their careers in client organisations or consultancy through involvement in postgraduate studies. It gives aspiring professionals the opportunity to network with other ambitious and successful people within the construction and development industries.</p> <p>Students will focus on both practical and theoretical aspects of management in both organisational and project-based contexts. Management subjects are supplemented by advanced financial appraisal techniques and finance, law is specifically related to construction and development. Students will have the opportunity to carry out postgraduate research on a topic within, or allied to, construction or development.</p>
<b>Course Aims</b>	<p>This course aims to provide, in support of the University's mission statement, a high quality education that offers students, who have cognate degrees and some experience of working in the construction industry, an opportunity to develop expertise in relation to project management in a construction context.</p> <p>The course is aimed at students working, or intending to work, for professional service firms offering project management services to clients of the construction industry or in construction departments of public/private sector client organisations.</p> <p>More specifically the MSc Construction Project Management aims to:</p> <ol style="list-style-type: none"> <li>1. Meet the needs of experienced professionals who have qualified in a discipline relevant to construction/property and who wish to advance or redirect their careers by developing a critical understanding of the knowledge, techniques and skills required by clients' project managers in the construction industry.</li> <li>2. Provide an intellectually demanding and vocationally relevant learning experience for cognate graduates and professionals that is recognised and accredited by the Royal Institution of Chartered Surveyors (RICS), the Chartered Institute of Building and the Association for Project Management (APM).</li> </ol>

	<ol style="list-style-type: none"> <li>3. Provide a forum for exchange of ideas and experiences between construction and property professionals operating in different parts of the industry and coming from different parts of the world.</li> <li>4. Expose students to current research and practice and develop their ability to synthesise the theoretical and practical aspects of construction project management.</li> <li>5. Develop qualities and transferable skills that are required to exercise initiative, make decisions in complex and unpredictable contexts, embrace change and engage in future study or research and career development.</li> <li>6. Further develop students' research and analytical skills to an advanced level.</li> <li>7. Enable students to develop specialist knowledge of an aspect of construction project management through supervised research.</li> </ol>
<p><b>Course Learning Outcomes</b></p>	<p><b>a) Students will have knowledge and understanding of:</b></p> <p>A1 Strategies, procedures and techniques for the procurement and management of construction projects.</p> <p>A2 Appraisal methods used in relation to construction projects.</p> <p>A3 Financial management of construction firms and construction projects.</p> <p>A4 Management of people, information and projects in a construction context.</p> <p>A5 Construction law.</p> <p>A6 Specialist knowledge through study of an option module.</p> <p><b>b) Students will develop their intellectual skills such that they are able to:</b></p> <p>B1 Assemble information and data from a variety of sources and discern and establish connections.</p> <p>B2 Identify and critically analyse issues with reference to pertinent argument and evidence.</p> <p>B3 Critically evaluate current theory and practice in relation to construction project management.</p> <p>B4 Appraise complex and unfamiliar problems and apply professional judgement in order to devise solutions and/or contribute to decision making by construction industry clients.</p> <p>B5 Select and use appropriate research methods to undertake independent research at postgraduate level.</p> <p><b>c) Students will acquire and develop practical skills such that they are able to:</b></p> <p>C1 Select and use financial appraisal techniques in a construction context.</p> <p>C2 Select and use techniques for planning and risk evaluation in relation to construction projects.</p> <p>C3 Use software packages that are relevant to construction project management.</p> <p><b>d) Students will acquire and develop transferrable skills such that they are able to:</b></p>

	<p>D1 Effectively communicate complex ideas, information and data by oral, written and visual means in a form appropriate to the intended audience.</p> <p>D2 Apply statistical and numerical skills at an advanced level.</p> <p>D3 Use information and communication technology (ICT) to locate and access opinion, information and data from a wide range of sources and communicate information to others.</p> <p>D4 Solve problems and make decisions as a member of a team in complex and unpredictable situations.</p> <p>D5 Exercise initiative and personal responsibility in employment and possess the independent learning ability required for continuing professional development.</p> <p>D6 Learn effectively and independently.</p>
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### **C. Teaching and Learning Strategy**

- [provide an overview of teaching and learning activities (e.g. lectures, courses, practical classes, fieldwork);
- indicate the importance and volume of independent learning required (including the workload involved in studying on the course);
- inform students about subject-related and generic resources, e.g. libraries, laboratories, studios;
- provide an overview of learning support (opening hours and access will be especially relevant for part-time students); and
- provide information about staff who teach on the course (e.g. if postgraduate students might be teaching, the types of class they will teach and whether the training has been provided).
- Information on the virtual learning environment and blended learning.

### **D. Assessment**

- [inform students about the availability/definition of formative assessment; and
- provide an overview of summative assessment (the types of assessment used by the course, the percentage of assessment by coursework and the frequency of assessment)].
- Indication about progression eg must pass all modules

### **E. Academic Regulations**

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

### **F. Entry Requirements**

In order to be considered for entry to the course applicants will be required to have one of the following qualifications:

- a) A good Honours degree (normally an upper second class Honours degree) in a cognate subject; or
- b) Corporate membership of a professional institute relating to the construction or property industries; or
- c) A qualification regarded as equivalent to the above; or
- d) A lower-level qualification together with considerable experience may be acceptable.

Those applying for entry on the basis of experience will be asked to submit a record of work experience that has been certified by a partner/director who has supervised the applicant's work and this record will provide the basis for interview with the Course Director. The duration of work experience will normally be at least 10 years and the work experience must satisfy criteria in relation to relevance, breadth and level of responsibility.

All applicants should normally have at least two years' experience in the property or construction industry.

Part-time students will normally be currently employed in a construction- or surveying-related organisation. Applicants must normally be able to show that their employers support their application and that attendance on a regular basis will be possible throughout the duration of the course.

All students are expected to have competency in spoken and written English at a level appropriate for postgraduate study. Applicants for whom English is a foreign language should hold a recognised qualification in English; i.e. British Council IELTS (minimum overall score of 6.5 and minimum of 6.0 in each component) or an equivalent qualification.

### **G. Course structure(s)**

#### **Course overview**

- The course consists of six Level 7 modules and a dissertation. Successful completion of the six Level 7 modules, which includes an option module, enables students to undertake a dissertation; the successful completion of which leads to the award of Master of Science. Students who fail to successfully complete the dissertation will be awarded a Postgraduate Diploma.
- Each module of study is a self-contained part of the course and carries a credit value of 20 points. The only exception to this is the dissertation module that carries a credit value of 60 points.
- The course is delivered on a semester pattern, each semester being 15 weeks in duration. Full-time students complete the taught modules of the course in two semesters, normally submitting the dissertation at the end of October following the completion of the second semester of study. Part-time students complete the taught modules of the course in four semesters, normally submitting the dissertation in mid-May following completion of the fourth semester of study.

#### **MSc Construction Project Management – Full time**

	<b>Semester 1</b>		<b>Semester 2</b>	
<b>Level 4</b>	{enter module title, optional/compulsory}	{enter credit value}	{enter module title, optional/compulsory}	{enter credit value}
	{enter module title, optional/compulsory}	{enter credit value}	{enter module title, optional/compulsory}	{enter credit value}
	{enter module title, optional/compulsory}	{enter credit value}	{enter module title, optional/compulsory}	{enter credit value}
<b>Level 5</b>	{enter module title, optional/compulsory}	{enter credit value}	{enter module title, optional/compulsory}	{enter credit value}

	{enter module title, optional/compulsory}	{enter credit value}	{enter module title, optional/compulsory}	{enter credit value}
	{enter module title, optional/compulsory}	{enter credit value}	{enter module title, optional/compulsory}	{enter credit value}
<b>Level 6</b>	{enter module title, optional/compulsory}	{enter credit value}	{enter module title, optional/compulsory}	{enter credit value}
	{enter module title, optional/compulsory}	{enter credit value}	{enter module title, optional/compulsory}	{enter credit value}
	{enter module title, optional/compulsory}	{enter credit value}	{enter module title, optional/compulsory}	{enter credit value}
{Enter course title – <b>Part time</b>				
	<b>Semester 1</b>		<b>Semester 2</b>	
<b>Year 1</b>	{enter module title, optional/compulsory}	{enter credit value}	{enter module title, optional/compulsory}	{enter credit value}
	{enter module title, optional/compulsory}	{enter credit value}	{enter module title, optional/compulsory}	{enter credit value}
<b>Year 2</b>	{enter module title, optional/compulsory}	{enter credit value}	{enter module title, optional/compulsory}	{enter credit value}
	{enter module title, optional/compulsory}	{enter credit value}	{enter module title, optional/compulsory}	{enter credit value}
<b>Year 3</b>	{enter module title, optional/compulsory}	{enter credit value}	{enter module title, optional/compulsory}	{enter credit value}
	{enter module title, optional/compulsory}	{enter credit value}	{enter module title, optional/compulsory}	{enter credit value}
<b>Year 4</b>	{enter module title, optional/compulsory}	{enter credit value}	{enter module title, optional/compulsory}	{enter credit value}
	{enter module title, optional/compulsory}	{enter credit value}	{enter module title, optional/compulsory}	{enter credit value}
<b>Year 5</b>	{enter module title, optional/compulsory}	{enter credit value}	{enter module title, optional/compulsory}	{enter credit value}
<b>Placements information</b>				

### H. Course Modules

[Provide information on:

- core and optional modules;
- the circumstances when optional modules may not run; and
- how and when students will be informed if optional modules are changed]

<b>Module Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Semester</b>	<b>Credit value</b>	<b>Assessment</b>
EBB-7-143	<b>Procurement and Management of Construction</b>	7		20	Research essay and appraisal report
EBB-7-145	<b>Corporate and Project Finance</b>	7		20	2 x written reports
EBB-7-146	<b>Construction Contract Law</b>	7		20	Written coursework and exam
EBB-7-147	<b>Project Evaluation</b>	7		20	Appraisal report
EBB-7-144	<b>Management of People and Information</b>	7		20	Written assignment and exam
EBE-7-148	<b>Dissertation</b>	7		60	Proposal and dissertation
EBB-7-186	Advanced Measurement and Documentation	7		20	Individual tasks and in class test
EBB-7-188	Behavioural Finance	7		20	Individual assignment
EBB-7-189	Building Control	7		20	Individual assignment
EBB-7-190	Ecological and Sustainable Domestic Architecture	7		20	Individual assignment
UEL-7-ERM	Environment and Resource Management	7		20	Individual assignment

EBB-7-194	Health and Safety Management in Construction	7		20	Individual assignment
EBB-7-187	History of Architecture and Construction	7		20	Individual assignment
EBB-7-191	International Real Estate and Construction	7		20	Individual report, group report and exam
EBB-7-192	Legal Resolution of Property and Construction Disputes	7		20	Individual and group assignment
EBB-7-195	Building Information Modelling and Collaborative Working	7		20	Individual and group assignment

### I. Timetable information

Confirmed timetables are normally available one month prior to the start of the course.  
A full time student will attend on multiple days.  
A part time student will attend on one day per week

### J. Costs and financial support

#### Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

#### Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

### List of Appendices

- Appendix A: Curriculum Map
- Appendix B: Personal Development Planning (postgraduate courses)
- Appendix C: Terminology



## Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

### Course Outcomes

A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4	D5
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### Modules

#### Level 7

Procurement and Management of Construction

Corporate and Project Finance

Construction Law

Project Evaluation

Management of People and Information

Option module \*

Dissertation\*\*

Real Estate and Construction in China\*\*\*

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\* Option module outcomes depend on choice of module. \*\*\* Outcome of Proposed New Option module indicated.

\*\* A Dissertation may address one or more programme outcomes A1-A6 depending on choice of research topic .

## Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	
2 Supporting the development and recognition of skills in academic modules/modules.	
3 Supporting the development and recognition of skills through purpose designed modules/modules.	
4 Supporting the development and recognition of skills through research projects and dissertations work.	
5 Supporting the development and recognition of career management skills.	
6 Supporting the development and recognition of career management skills through work placements or work experience.	
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	
9 Other approaches to personal development planning.	
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	

## Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions

