Nottingham Trent University

School of Architecture, Design and the Built Environment

Course Specification

MSc Project Management (Construction)

March 2017

Nottingham Trent University Course Specification

	Basic Course Information	
1.	Awarding Institution:	Nottingham Trent University
2.	School/Campus:	School of architecture, design and the Built Environment
3.	Final Award, Course Title and Modes of Study:	**MSc Project Management (Construction)**
4.	Normal Duration:	Full time 1 year Part time 2 years to 5 years.
5.	UCAS Code:	

6.   Overview and general educational aims of the course

Overview
Project Management of construction projects includes the entire process from inception to completion. This often involves a close working relation between the project manager and the client.

This course is part of a suite of construction industry management related postgraduate courses and is aimed at those wishing to pursue a career in project management in the construction industry. This course aims to provide you with a framework for understanding project management in the construction industry and in particular the role of the construction project manager and the associated needs of clients. Although many generic aspects of project management will be explored a key focus will be placed on the construction industry.

General Educational Aims
The General educational aims of the course are to:

- develop your knowledge, critical awareness, understanding and application of project management principles and processes applied to construction projects. This involves a critical understanding of the role of project managers from the inception to completion of construction projects.

- develop, extend and apply your capabilities in research and research methods, enabling you to create research methodologies and utilise research skills and apply them to the management of projects, including aspects of innovation and continuous improvement.

- develop your critical understanding, knowledge and awareness of professionalism, health and safety, sustainability, ethics and social responsibility within the construction project management industry.

The course also aims to provide you with an accredited route towards the professional qualifications of the Royal Institution of Chartered Surveyors (RICS) and the Chartered Institution of Civil Engineering Surveyors (CICES).

7.	**Course Outcomes**

Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.

Knowledge and understanding

By the end of the course you should be able to:

1. demonstrate a critical understanding, evaluation and application of methods and methodologies, including business information research sources, focussed on project management for construction; [B1, B3]

2. demonstrate a detailed knowledge and critical understanding of organisational structures and systems, including associated legal and business frameworks, necessary to manage people and technology to achieve successful project outcomes; [B1, B3, B4]

3. apply knowledge, understanding and critical awareness of professionalism, health and safety, sustainability, ethics and social responsibility within the construction industry to solve complex and uncertain problems related to the life-cycle of construction projects; [B1, B3, B4]

4. apply knowledge, understanding and critical awareness necessary to manage the life-cycle of construction projects in a national and international business environment; [B1, B3, B4]

5. conduct research into project and/or construction management in a manner that affects and takes account of knowledge and critical understanding of research paradigms, philosophies, styles, processes and methods; evaluate and appraise the outcomes of research in a logical manner, developing principles, knowledge and/or applications and innovations as appropriate for the management of construction projects; [B1, B3]

6. advise employers and clients on the selection of alternative procurement strategies recognising the importance of project briefing, planning, design development and appropriate procurement and risk management strategies in order to meet specific client needs; [B1, B3, B4]

7. critically evaluate and advise stakeholders on the relationship between design, value and cost of construction projects throughout the entire life-cycle of the project. [B1, B3, B4]

Skills, qualities and attributes

By the end of the course you should be able to:

8. **Analytical and numerical skills**:
   collect and integrate construction industry related information and data from various sources, analyse, evaluate and interpret complex factual information and relevant issues in a systematic, critical and creative manner, and evaluate alternative processes and/or measure against relative criteria; making logical recommendations based on analysis, information and circumstances for the management of and/or research into construction project organisations and projects; [B1, B3, B4]

9. **Problem solving skills**:
   identify, define, critically evaluate and propose solutions to complex construction project management related problems, including generation of new ideas, innovations, and concepts where appropriate; [B1, B3, B4]

10. **Communication skills**:
    effectively communicate information, ideas and concepts in a clear and articulate style, including the utilisation of information technologies and systems where appropriate; [B1, B3, B4]

11. **Interpersonal and team-working skills**:
    develop and utilise personal skills and competencies to enable effective individual and team working, applying ethical and professional values to the work environment; [B1, B3, B4]

12. **Independent and research skills**:
    apply study and research skills and act autonomously to plan, organise and execute your personal academic and professional development; [B1, B3]

13. **Information technology skills**:
    use industry standard specialist software to solve complex construction project management problems. [B1, B3, B4]

8.	**Teaching and learning methods**

Full-time and Part-time pathways.
The main teaching and learning methods will include lectures, workshops, seminars, tutorials and projects. The teaching of some modules will be supplemented by resource-based material that will provide you with a more flexible and bespoke teaching and learning experience.

The University's Virtual Learning Environment *NOW* (NTU Online Workspace) will support the formal taught experience by holding copies of lecture and workshop material, self-assessment materials, hyperlinks to useful websites, reading lists, etc. In addition, you will be encouraged to monitor personal development either by using a Personal Development Plan system or learning portfolio.

Visiting Practitioners and Academics, Site and Exhibition Visits
Industry practitioners and/or visiting academics are invited to deliver lectures and/or lead seminars or workshops in some topic areas from time-to-time. In addition visits to live construction projects and/or industry related exhibitions also form an important part of your studies, allowing direct interfacing and engagement with industry.

Course Material
A major responsibility of Module Leaders is the preparation of study guides and distance learning guides. These will form module handbooks developed for you to understand the structure of a module together with its overall aims and specific objectives, learning outcomes, assessment criteria and methods. In addition, you will receive an assessment submission schedule and staff contact guide that will include details of arrangements for you to receive formative feedback on assignments.

In association with other accompanying material, such as text books, journal papers and references to the internet, the guide will comprise of a module course, lecturer's notes, guides on the use of other material, self-assessment questions and feedback questionnaires.

9.	**Assessment methods**

Assessment Policy and Regulations

Your assessment will be undertaken in accordance with the University's Assessment Policies and Practice (as updated and approved as necessary by Nottingham Trent University and available on the University's intranet) and the University's Taught Postgraduate Common Assessment Regulations (Section 16C of the Quality handbook) as updated and approved as necessary by Nottingham Trent University, available at:

http://www4.ntu.ac.uk/adq/document_uploads/quality_handbook/138195.pdf

Assessment Strategy:

In order to implement an effective assessment regime an assessment strategy has been adopted. All course learning outcomes will be assessed at least twice in during the course. By adopting a flexible strategy throughout the core modules, the primary aims and course-related outcomes can be assessed utilising a range of the assessment methods such as written assignments, projects, reports, presentations, portfolios and examinations either together or individually and are discussed in more detail below.

- Learning Portfolios: The use of learning portfolios including self-assessment questions may provide evidence that you understand what you have been studying in a measured and developmental manner and can act as a progression guide. Typically they may contain evidence of your learning but are varied in style and approach and typically might include: a range of identified tasks, a study log showing the time spent on various activities related to the module: answers to self-assessment questions and/or small projects covering module learning outcomes not assessed by the other methods selected for the module: notes and critical reviews made whilst reading papers, articles, texts or readers together with identified queries to be raised with tutors. The portfolio can also test an entire span and range of the module content you are studying.

- Written assignments: A written assignment can challenge your understanding of module material on a particular aspect or aspects. Typically you may be asked to complete essays, case studies, reports and designs. Assignments can be investigative, exploratory, discursive and evaluative in nature, testing understanding and application rather than just knowledge and will enable students to develop principles, analyse, critically appraise and evaluate relevant issues; and to demonstrate creativity and sustainable thinking. Each module will have at least one major assignment where you can demonstrate your intellectual qualities, practical and personal skills as well as your understanding, application and development of the module content.

- Examinations: Examinations can test your ability to respond to module-related questions within time constraints. They are normally designed to assess complementary outcomes to assignments under time-constrained conditions and to enable you to demonstrate that you have the academic competencies and intellectual skills required at master's level. A typical format might be that you are required to spend at least one hour to answer each question and that you would be required to answer three questions in three hours. It is envisaged that a variety of examination methods may be used. For example, the questions may be pre-seen, or a set of questions could be published before the examination from which three may be selected by the Module leader, or the questions may be based around a case study that is made available to you before the examination.

- Projects: Projects are designed to test your ability to work either singly or as part of a team to solve one or more scenario-based problems. Projects will require you to

draw on a wide range of knowledge and skills, both from within the course and from your own research and independent learning, and will require the use of creative and innovative solutions. Submission of your project work may vary according to the nature of the project.

- Presentations: An important part of any manger's working life is presenting information to an audience. Presentations are therefore designed to test your communication skills in transmitting information to an audience. They also offer you an excellent opportunity for reflection on the effectiveness of your communication skills.

Group/team work: Some assessments include elements of group-work/team-work where the team/group is assessed on its overall performance in a set task. Where this form of assessment is used, ideally all team members should receive the same grade based on an equal level of contribution. However, it is recognised that very occasionally not all team members perform equally well, or some members perform exceptionally. In the unlikely event of you being in a group or team where this happens you will not be disadvantaged by those who do not perform satisfactorily, as mechanisms will be in place to ensure you are graded fairly for your contribution, or that you are rewarded for exceptional contribution.

Disabilities: If you have registered or recognised disabilities then every effort will be made to either adapt assessments or provide alternative assessments to accommodate your disabilities.

10.	**Course structure and curriculum**

The courses are designed to be of one-year duration to a master's award by full-time study, or of two to five years' duration to a master's award by part-time study. All modules, with the exception of the 'Postgraduate Research Project' module will be of thirteen weeks' duration and will be delivered over a thirteen-week period, with four weeks for examinations allocated and undertaken at the end of the academic year, although some examinations may take place at the end of the first half year, and or at a weekend. The 'Postgraduate Research Project' module will be of forty weeks' duration. 180 credit points, equating to 1800 hours' study are required for the master's award.

Each Level 7 module deals with a particular aspect of project management for construction and as such are self-contained modules within a defined pathway leading to a master's award.

Due to the dynamic nature of the construction industry, module content is likely be revised from time to time to reflect current and future developments within the industry.

Currently the only option modules available to you in this course are either the 'Postgraduate Research Project' module or the 'Industrial or Professional Internship' module.

It should be noted that some modules are shared with other master's courses. This will provide you with the opportunity to meet and work with students on other allied construction industry master's courses.

Module title	Module ref	Level	Core/ Option	Credit Points
Module title				
SHARED MODULES				
Law for Construction	CONM4xxxx	7	Core	15
Construction Business and Enterprise	CONM4xxxx	7	Core	30
Collaborative Working	CONM4xxxx	7	Core	15
Postgraduate Research Project	CONM4xxxx	7	Option	60
Industrial or Professional Internship	CONM4xxxx	7	Option	60
COURSE SPECIFIC MODULES				
Project Initiation	CONM4xxxx	7	Core	15
Lean Construction	CONM4xxxx	7	Core	15
Professional Practice and Procedure for Project Management	CONM4xxxx	7	Core	30

Personalisation of your studies

An important aspect of your studies is the ability to tailor parts of the course to meet your own specific needs and requirements in pursuit of you career as a project manager. At least half (90 credit points) of your course will provide you with opportunities for personalisation of your studies to meet your own professional needs in project management in the construction industry.

Most significant of these is the option to choose either to undertake the 60 credit points ''Postgraduate Research Project'' module or the 'Industrial or Professional Internship' module where you have the opportunity to pursue a line of research enquiry into a topic of your own choosing related to the discipline of project management in the construction industry. You will be allocated a personal tutor for these modules with whom you will agree your line of research enquiry and be provided with guidance on whether undertaking either the 'Postgraduate Research Project' module or the 'Industrial or Professional Internship' module will best meet your personal needs.

It is envisaged that if you do not have any significant industrial or professional experience you will undertake the 'Industrial or Professional Internship' module to gain workplace experience in addition to undertaking a smaller research project that you may also elect to base on your workplace experience if you so desire and it is related to project management in the construction industry.

If you already have relevant workplace experience you can elect to take either the 'Postgraduate Research Project' module to undertake a research project or you can elect to undertake the 'Industrial or Professional Internship' module to gain further workplace experience, in addition to undertaking a smaller research project.

Other modules, such as the 30 credit points 'Professional Practice and Procedure for Project Management' where your assessment will be based around a live construction project, will also provide you with opportunities to develop knowledge and skills around your own personal development goals.

11.	**Admission to the course**

Entry requirements.

For current information regarding all entry requirements for this course, please see the 'Applying' tab on the NTU course information web page:
https://www.ntu.ac.uk/study-and-courses/courses/find-your-course/architecture-design-built-environment/pg/2016-17/project-management-construction

These are generally set out below, but may be subject to revision as required by the University:

In order for you to gain entry to the MSc Project Management (Construction) course you must meet the minimum criteria identified below.

You must have English as a first language; or possess an English language qualification approved by the University at or above the University's minimum prescribed level and:

- either hold a good bachelor's degree at honours level in a construction industry related subject or hold corporate membership of an appropriate professional body which has been approved for this purpose by the University and preferably with appropriate industrial experience at a managerial level.

- or hold an alternative approved construction industry related professional qualification together with appropriate industrial experience at managerial level in the construction industry.

- or possess appropriate industrial experience at a senior managerial level in the construction industry.

Selection Process

If you apply for the Project Management (Construction) course you will be required to submit a curriculum vitae and a brief paper supporting your application. In all cases academic references will be taken up.

Subsequent to the receipt of the written submission, curriculum vitae and academic reference, you may be required to attend for interview by the course leader at the centre of application to ensure that they fully appreciate the aims and objectives of the pathway or module(s), its demands and learning styles and that the applicant is likely to be able to successfully complete the Course upon which you wish to be enrolled.

If your application is being made on the basis of non-standard qualifications, APL and/or APEL, together with appropriate industrial experience, you will be required to support your application with evidence of your ability to undertake the required level of study with a portfolio of work, case studies, reports, etc.

Accreditation of Prior Learning (APL)

If you have a construction industry background, experience or academic achievement at postgraduate level you may be eligible to apply for Accredited Prior Experiential Learning (APEL) in the case of relevant industry managerial experience for admission to the course, or Accredited Prior Certified Learning (APCL) in the case of academic qualifications for any module(s). APL (APCL or APEL) cannot be taken into account for any fall-back or interim award.

Accreditation of Prior Experiential Learning (APEL)

If your application is being made on the basis of non-standard qualifications, and/or appropriate relevant industry managerial experience, you will be required to support your application with evidence of your ability to undertake the required level of study

with a portfolio of work, case studies, reports, etc. APEL exemption cannot be claimed for any module or part thereof.

<u>Accreditation of Prior Certified Learning (APCL)</u>

If you already have a construction industry related academic qualification at postgraduate level you may be eligible to apply for APCL exemption from a module or modules, not exceeding 120 credit points (two-thirds) in total for the course, provided that the qualification on which your application for APCL is based can be mapped to module learning outcomes. APCL exemption cannot be claimed for part of any module, or for the Postgraduate Research Project module or the Industrial or Professional Internship module. However, the course team believes that it is important in terms of the overall cohesion and integration of the curriculum that you undertake a full diet of modules. Additionally, and perhaps more importantly, the potential for informal learning amongst the student cohort will be enhanced for those students who study all modules.

| 12. | **Support for learning** |

Language Courses

If English is not your first language, then in order to assist the development of language skills on the Project Management (Construction) course you will be encouraged to take advantage of the University's language courses available to you.

You are also encouraged to study a foreign language, even if your first language is not English. If you successfully complete an assessed accredited module this will be added to your academic record, but the grades will now contribute towards your final overall grade for your course.

Overseas and Students Returning to Learning

If you are an international student attending the course there will be many advantages to attending the University but a major concern may be the maintenance of a high level of motivation and commitment in another country, particularly avoiding a sense of isolation. There is a large range of central University services that can assist you and making full use of the support systems such as the International Office, Student Support Services, Global Students' Lounge, Students' Union, Employability Team and various international student societies will make you welcome and help you integrate into the NTU community. In addition, the school and course teams will also offer you support and guidance throughout your course.

If you are returning to study after a break you may initially find difficulty with the requirements and rigours of education, especially for those of you who may be returning to education after a number of years in industry. There are a range of central University services available and making full use of the support systems listed below may assist. Given the multi-national and multi-cultural nature of the course student support and guidance plays a vital role in your learning experience and pastoral support at the University which has a comprehensive student support and guidance provision available to you on request.

Inductions

Prior to the course's commencement a formal induction period is provided to introduce students to the course and the facilities and resources available within the University. These include study skills and induction sessions with computing services, library and information services, health and safety, student support services, students' union, etc. This event also helps to create a team spirit within the courses.

During the induction period students are provided with copies of or links to the following:

Introduction to postgraduate study

NTU student handbook

Course handbook

Timetables of classes, events and assessment submissions

Health and Safety induction and handbook

International students welcome pack (where applicable)

Module handbooks

Course team contact details

University student support and guidance service details

Student support packs from University services such as ITS, LLR, student support services and employability.

Personal and Academic Tutors (PAAT)

The course operates a 'Personal and Academic Tutor' (PAAT) system and you are actively encouraged to contact your personal tutor with any problems you may have of an academic or non-academic nature. At least once during each term there will be a formal PAAT session where you will meet with your tutor to discuss your progress on the course and any issues you may have. However, you should not wait until your PAAT sessions to raise any concerns or issues you have as we would encourage you to contact the course leader, module leader or any other member of the course team at any time as staff operate an 'open door' policy for additional support and guidance.

Administrators

The subject and course administrators also play an important role in the student support and guidance process. The subject administrator or course administrator is normally the first contact you will have when making enquiries from overseas and seeking information about the course, the University and Nottingham. Student requests for information range, for example, from specific details about the course and the University to general information such as accommodation, and if you are overseas students the costs of living in the UK, UK weather and environment, fees and payment, employment opportunities, visa applications, language requirements and competencies.

The course team have vast experience of dealing with student problems, however, whenever the course team are unable to directly answer enquiries or deal with problems themselves, they draw upon the various support services provided by the University for assistance, and will refer you as necessary to those services, including helping you make appointments.

In addition, students will have the benefit of involvement and interaction with students from other disciplines and backgrounds on the shared modules with other courses.

Student Support (all pathways)

A range of support systems available to you in your studies and within the structure of the course a system of peer and lecturer support has been developed. Support systems available typically include:

- Course Coordinators, Module Leaders and Academic Tutors. Direct contact with course leaders, module leaders and academic tutors is encouraged and is facilitated by the provision of email, telephone and fax details as part of the module documentation. Extensive use of the University's virtual learning environment (NOW) is envisaged as a support mechanism for students.

- Peer Support. Upon enrolment and during the course, the Course Administrator, with the permission of the students, will circulate students' email, telephone and fax

details in order to encourage the formation of peer support groups. Communication and interaction with students on the distance-learning pathway will be encouraged.

- <u>Module Course.</u> Each module includes contact details for staff associated with the module, together with a course of teaching, workshops, tutorials, etc., and assessment submission details and dates in order to set targets for you in setting study targets for the duration of the module.

- <u>Online Support</u>. Extensive use of the University's virtual learning environment (NOW) is envisaged as a support mechanism for students. The use of internet-based support using ICT systems such as Skype® and the University NOW system is also envisaged. Support might typically include online lectures, tutorials, workshops and activities.

13.	**Graduate destinations/employability**

On the Part-time route you will usually enter the course when you are employed in a related professional field, either in the public or private sector. However, this course further develops and enhances the qualities and skills desired by prospective employers above all those of independent critical thought, analysis and evaluation, and self-directed learning. Some of the assessments, including the 'Post-graduate Research Project' and 'Industrial or Professional Internship', are work based proving real value to employers. In many cases you may appreciate the vale and investment that the course offers, particularly with respect to future career enhancement. Some employers and consultants have participated in the delivery of contemporary issues, ensuring that the course material is current relevant and challenging and leading.

Graduates from the course are expected to be employed on construction projects around the world in various management positions, rapidly progressing to senior management positions. Some are expected to find positions in consultancies in areas such as project managers or project management consultants, whilst others may decide to continue their academic study by undertaking research degree courses such as PhDs.

The University's Employability Team co-ordinates employers seeking graduates and advertises jobs to all students through NTU's NOW facility is also available to help you apply for positions with, for example, help with CV writing, interview techniques, etc.

14.	**Course standards and quality**

Course Management

The course is managed and quality assured in accordance with the University's statutes, regulations and provisions. This gives the general operating mechanism for the course including the monitoring process. It explains the responsibilities in connection with the management of the Course, the role of the Course Committee and the process of modifying the courses and approval necessary.

The Board of Examiners and the External Examiner's reports are described in the context of course quality control.

Annual monitoring of the course will be undertaken in the Course Leader's annual Interim Course Report. The Course Leader will use the External Examiner's reports, module leaders' reports and student feedback to produce an annual report, which, once approved by the Course Committee is submitted for inclusion in the School's review of courses.

An annual progress meeting is held with each student to establish the status of progression. On occasions meetings are held with employers and their sponsored students to consider progress, especially where interruption has occurred due to working conditions.

Course Team

A Course Leader, Subject Administrator and members of the Course Team manage the course on a day-to-day basis. Module Leaders and/or subject specialists are co-opted to the team as appropriate.

The Course Team is supported by dedicated administrative staff. The Course Leader is responsible for the operation and development of the course, in accordance with the decisions of the Course Committee and in accordance with current University Regulations.

Board of Examiners

A Board of Examiners is appointed in accordance with University and School policies and normally meets on one occasion during each academic session. Examination boards are held in accordance with the University's Quality Handbook Section 15: Assessment that can be found at:

 https://www4.ntu.ac.uk/adq/quality_handbook/handbook_sections/index.html

One external examiner is appointed, normally from academe.

The areas of the course management in which you may be involved are:

Course Committees

The Course Committee is responsible for the operational management and coordination of the course at the University. The Course Committees are held in accordance with the University's Quality Handbook Supplement 1B which can be found at:

https://www4.ntu.ac.uk/adq/document_uploads/quality_handbook/148364.pdf

Course Committee composition

The membership of a course committee will vary according to the nature and scale of the course. The following is a typical membership:

Course leader (chair).

- *Staff teaching on the course.*
- *Student representatives.*
- *Staff responsible for administering the course.*

> - *A member of the collaborative partner (if any).*
> - *Academic Team Leader / Head of Department (ex officio)*
> - *Professional Services staff (by invitation).*

15.	**Assessment regulations**
	This course is subject to the University's Common Assessment Regulations located in Section 16C of the Quality Handbook. These can be found at: http://www4.ntu.ac.uk/adq/document_uploads/quality_handbook/138195.pdf Any course specific assessment features are described below::
	None

16.	**Additional Information**	
	Collaborative partner(s):	
	Course referenced to Quality Assurance Agency for Higher Education (QAA) Benchmark Statements:	[B1] Master's Degrees in Business and Management (June 2015) [B3] RICS Project Management Assessment of Professional Competence Project Management (2015) [B4] CICES Project Management Specialist Competencies (2015)
	Course recognised by:	• Royal Institution of Chartered Surveyors (RICS) • Chartered Institute of Civil Engineering Surveyors (CICES)
	Date this course specification approved:	**March 2017**
	Any additional information:	
	There is currently no specific QAA benchmark for construction related disciplines at master's level, therefore the 'Business and Management' has been used where appropriate as there is considerable business and management related content in this master's course. Due cognisance has been taken of the QAA Subject Benchmark Statement 'Land, Construction, Real Estate and Surveying' (October 2016), although this document is for undergraduate honours degree programmes.	