

**MSc in Construction in Emerging Economies (full-time)
For students entering in 2013/4**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Faculty of Science
Faculty:	Science Faculty
Programme length:	12 months
Date of specification:	04/Nov/2013
Programme Director:	Prof Will Hughes
Programme Advisor:	
Board of Studies:	SCME Board of Studies for Postgraduate
Programmes and the Annual Review Panel:	
Accreditation:	

Summary of programme aims

The new programme aims to combine specialist expertise on construction technology and management with a strong focus on the role of the construction sector in sustainable development. The course will include the development of frameworks and skills for the consideration of humanitarian issues associated with the construction sector in emerging economies and majority world contexts. Students will develop knowledge and analytical skills relating to intermediate construction technologies, migrant workers, urban design and infrastructure, sustainable development and international construction labour in emerging markets. Students will have the opportunity to pursue specialisms within the existing portfolio of modules within SCME and also within the university-wide pool of modules offered by the Graduate Institute of International Development and Economic Analysis (GIIDEA). In time, it is planned to develop a programme of summer placements offering students the opportunity to get work experience in their chosen field.

Transferable skills

Graduates will find employment with government and international agencies, the humanitarian sector and in private sector firms. Employers look as much for transferable skills as they do for specific areas of technical expertise. Emphasis is therefore given to placing construction-related knowledge within the economic, social and developmental contexts of emerging economies. Transferable skills will include the ability to evaluate contextual appropriateness of technological solutions, career management, communication (both written and oral), problem-solving, team working and cultural fluency.

Programme content

The programme consists of 6 compulsory modules (including a dissertation and an integrating, case studies module) and 4 elective modules.

Compulsory modules

Mod Code	Module Title	Credits	Level
CEMC10	Dissertation	60	7
CEME00	Emerging Economies Integrating Studies	40	7
CEME01	Intermediate Construction Technologies	10	7
CEME02	International Construction Labour Markets: Migrant Workers and Emerging Economies	10	7
CEME03	Urban Sustainable Development in Emerging Economies	10	7
CEME04	Construction Sector Transition Pathways in Emerging Economies	10	7

Optional modules (any four from this list)

Mod Code	Module Title	Credits	Level
APME74	Energy, Climate Change and Development	10	7
CEMO34	Innovative Developments in Construction	10	7
CEMB20	Real Estate Development: Analysis and Appraisal	10	7
CEMFIT	Information, Communication Technology	10	7
CEMFOBM	Organisation & Strategy in Business Management	10	7
CEMIB9	Sustainable Design, Construction and Operation	10	7
CEMO20	Risk and Value Management	10	7
CEMO28	Construction Economics	10	7
CEMO30	Design Management	10	7

CEMO31	Human Resource Management	10	7
CEMO32	International Construction	10	7
CEMO33	Learning From Other Industries	10	7
CEMO37	Strategic Management	10	7
CEMO38	Construction Cost Engineering	10	7
CEMRC1	Carbon Management	10	7
CEMRUS	Sustainable Urban Systems	10	7
CEMC06	Construction Contract Law	10	7
CEMEDEM	Economic Development in Emerging Markets	10	7
IDM009	Development Finance	10	7
IDM021	Poverty, Inequality and Livelihoods	10	7
IDM024	Social Policies For Development	10	7
IDM048	Financial Development in Emerging Economies	10	7
ECM147	Economic Development in Emerging Markets	20	7

Part-time or modular arrangements

N/A

Progression requirements

Course members will have to either provide a dissertation topic with a concise synopsis of the proposed research or select from a list of topics provided by academics in the School. The synopsis should include title, aims and objectives and an indication of research methods. A supervisor will then be allocated in the autumn term to help the course member develop the dissertation.

Summary of Teaching and Assessment

Mark Interpretation

70 - 100% Distinction

60 - 69% Merit

50 - 59% Good standard (Pass)

Failing categories

40 - 49% Work below threshold standard

0 - 39% Unsatisfactory Work

Further information on the classification conventions, including borderline criteria, are available at <http://www.reading.ac.uk/web/FILES/exams/PGclassification-post-2008.pdf>.

For Masters Degree

To qualify for Distinction, students must gain an overall average of 70 or more over 180 credits and a mark of 60 or more for the dissertation, and must not have any mark below 40.

To qualify for Merit, students must gain an overall average of 60 or more over 180 credits and a mark of 50 or more for the dissertation, and must not have any mark below 40.

To qualify for Passed, students must gain an overall average of 50 or more over 180 credits and a mark of 50 or more for the dissertation. In addition, the total credit value of all modules marked below 40 must not exceed 30 credits and of all modules marked below 50 must not exceed 55 credits.

For PG Diploma

To qualify for Distinction, students must gain an overall average of 70 or more over 120 credits and must not have any mark below 40.

To qualify for Merit, students must gain an overall average of 60 or more over 120 credits and must not have any mark below 40.

To qualify for Passed, students must gain an overall average of 50 or more over 120 credits. In addition, the total credit value of all modules marked below 40 must not exceed 30 credits and of all modules marked below 50 must not exceed 55 credits.

For PG Certificate

To qualify for a Postgraduate Certificate, students must gain an overall average of 50 or more over 60 credits. In addition, the total credit value of all modules marked below 40 must not exceed 10 credits.

Admission requirements

Entrants to this programme are normally required to have obtained:

The required entry tariff will be in line with those of other PGT programmes within SCME. Candidates should hold a good first degree, preferably with some relevant industrial experience. As with other programmes, candidates with professional qualifications will be considered (e.g. RIBA, ARICS, MICE, MCIOB, MCIBSE).

Admissions Tutor: Professor Will Hughes

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (e.g. problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

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All students in the School receive guidance and support for their learning that correspond to their multi-level interactions within the university environment. In detail these levels encompass:

Interactions with course directors, lecturing staff and supervisors who provide students with guidance throughout their studies. Supervisors will guide students through the Dissertation by organising regular structured meetings. In total there will be a minimum of 12 meetings per academic year. Furthermore all students will be able to meet course directors and lecturing staff during normal office hours throughout the year.

- Interactions with the School's administrative, support and technical staff that support and personalise students' experience with the school system.

In addition to the above, students will be able to utilise the material in the Resource Room, receive a detailed course handbook and all other relevant information packages. Course director will also organise an annual Induction event where all students will be welcomed by their lecturing staff in a friendly and informal setting.

Career prospects

Graduates will find employment with government and international agencies, the humanitarian sector and in private sector firms

Opportunities for study abroad or for placements

In the future, there is a possibility of running modules in remote locations. Possibilities include the University of Reading Malaysia, the Middle Eastern Technical University (METU) in Ankara, Turkey and perhaps Chongqing University in China. Discussions have already taken place with METU.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

1. The concept of intermediate technologies.
2. The impact of globalisation on construction employment relations in specific contexts. The ways that major construction industries operate in emerging economies to achieve and maintain competitive advantage. How to develop an analysis of employment relations at different levels, and to relate and connect the workings of states and companies with labour markets and real working lives. The contingency of labour-capital relations in time and space, and the characteristics of migrant labour in different emerging economies
3. Different concepts of sustainability in developed and developing countries, in terms of key social, environmental and economic pressures and opportunities for action.
4. The wider, systemic challenges of construction sector development in emerging economies. Transition management approaches which recognise the co-evolution processes at work across different levels and actor groups (for example, government policy, construction companies and their supply chains, and niche technologies).
5. Development policy, practice, finance, economic analysis of financial intermediation and its effect on growth with empirical evidence on emerging economies. The meaning of key concepts used in the analysis of social inequality and poverty, and poverty alleviation strategies. Political/theoretical bases and assumptions upon which key policies are based. The complex and holistic nature of the coupled system formed by the economy and the ecosystem it is embedded in.

Teaching/learning methods and strategies

Knowledge and understanding of issues in the first column will be addressed in the following modules:

1. Module CEME00
2. Module CEME01
3. Module CEME02
4. Module CEME03
5. Module CEME04
6. Elective modules

Assessment

Details of specific forms of assessment are contained within module descriptions. Across the programme, they include:

- Individual and team assignments
- Presentations
- Examinations

Summary

Teaching and learning is offered through case-supported lectures and tutorials, web-based material, guest speakers from charitable organisations and international firms, visits to national and international institutions, and guided reading.

Skills and other attributes

B. Intellectual skills - able to:

1. To diagnose, contrast and recommend their applications in terms of the overall suitability to various types of projects within the context of a particular emerging economy.
2. Critically analyse information and texts written from divergent perspectives.
3. Apply the main analytical frameworks covering the social, environmental and economic dimensions of sustainable development.
4. Critically evaluate the principal characteristics of

Teaching/learning methods and strategies

Intellectual skills in the first column will be developed through the following modules:

1. Module CEME00
2. Module CEME01
3. Module CEME02
4. Module CEME03
5. Module CEME04
6. Elective modules
7. CEMC10Dissertation

construction sectors in emerging economies which constrain effective reform. Critically evaluate the nature and role of transition management approaches in managing the multi-level, multi-phase, multi-actor dimensions to successful construction sector reform.

5. To analyse and assess the relationship between financial sector development and growth, and poverty reduction. Identify, explain and critique the perspectives of a range of different stakeholder groups on key current issues in development. Assess the strengths and weaknesses of contrasting policy approaches to poverty alleviation.

C. Practical skills - able to:

1. Use different types of intermediate technologies.
2. Develop an analysis of employment relations at different levels.
3. Apply sustainability to the built environment, covering the process of construction as well as how the built environment is used. Use the main analytical frameworks for a consideration and assessment of sustainability, particularly in emerging economies; and an understanding of their strengths and limitations.
4. Analyse detailed examples of sectorial and technological transitions drawn from construction, energy, water and other sectors to appreciate real-world practice.
5. Identify, analyse and assess new sources of development finance, including remittances, philanthropic finance and Diaspora funding.
6. Analyse and present analytical findings to the open audience. Clear and concise report writing and organisation of written material
Utilise primary research techniques to develop and/or evaluate academic theories relating to construction in emerging economies. Analyse and synthesise data and to present a coherent written argument. Plan and deliver a significant piece of work on the basis of independent learning.
7. Deliver compelling oral presentations to an open audience. Lead discussion and master written skills.

D. Transferable skills - able to:

1. Identify specific contextual differences and understanding of the wider technology spectrum. Evaluate contextual appropriateness of technological solutions in general.
2. Critically appraise case studies drawn from a variety of industry sectors. Demonstrate competence in written and verbal communication through the preparation of assignments and group work

Assessment

Intellectual skills are assessed by means of assignments and examinations:

1. Individual and teamwork problem-solving exercises and assignments
2. Case-based assignments including reports and presentations, examinations
3. Class tests and Intensive teamwork exercises, presentations and reports
4. Case-based teamwork assignments, examinations
5. Case-based assignments, examinations and dissertation work

Summary

Intellectual skills are gained through all modes of teaching/learning as part of every individual module and are assessed through individual and teamwork assignments, reports, presentations, class tests and a dissertation.

Teaching/learning methods and strategies

Practical skills identified in the first column will be developed through the following modules:

1. Module CEME00
2. Module CEME01
3. Module CEME02
4. Module CEME03
5. Module CEME04
6. Elective modules
7. CEMC10 Dissertation
8. All modules

Assessment

1. Case-based team assignments
2. Reports as part of individual and teamwork assignments,
3. Case-based individual and team assignments,
4. Problem solving exercises and assignments, dissertation
5. Case-based individual and team assignments,
6. Dissertation supervision and major case studies,
7. Assessed presentations.

Summary

All practical skills will be developed through case-based group assignments and finally demonstrated and improved through a dissertation. In addition to that students will learn practical skills through directed reading and lectures.

Teaching/learning methods and strategies

Transferable skills will be developed through:

- A. Blackboard VLE including communication, discussion forum, and downloadable and linked material. Students will get an overview and develop basic skills in using different technologies.
- B. All modules include rigorous peer-assessed presentations where individuals and/or groups demonstrate their findings and data.

activities; and,
3. Develop an awareness of the current research projects being undertaken in the low-carbon, transition management field.

C. All modules (students will have to demonstrate ability to obtain meaningful results regardless of data availability).
D. Research skills will predominantly be developed through Dissertation.

Assessment

Case-based assignments including presentations and report writing (all transferable skills).

Class tests (numeracy, analytical and problem-solving skills).

Dissertation (time management, independent learning, problem-solving and analytical skills)

Summary

Transferable skills are attained through all modules in the way of exercises, problem-solving assignments, presentations, lectures, and through the Blackboard VLE.

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.