MSc in Construction Management (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:	Science Faculty
Programme length:	1 year
Date of specification:	30/Aug/2013
Programme Director:	Prof Will Hughes
Programme Advisor:	
Board of Studies:	Post-graduate Programmes in Construction
Management	
Accreditation:	Chartered Institute of Building; Royal Institution of Chartered Surveyors

Summary of programme aims

The programme aims to develop specialist expertise on how to manage a project from inception through to completion from the multiple perspectives of the client, design team, and contractor. Students will be given an overview of how the construction sector operates in the developed and developing world and of the macro-economic and micro- economic factors that influence the work of the sector. Within these contexts, the students will develop knowledge of a range of issues covering the management of the firm, including human resource issues, finance and accounting, and organisational issues; an overview of procurement methods and contractual arrangements for the design and construction of facilities; the role of information and communication technologies in the construction sector and an understanding of the expectations of clients, developers, financiers and investors in a project.

Transferable skills

Transferable skills will include the ability to think analytically, to develop frameworks for considering and resolving complex problems, and to discriminate between good and bad arguments. They will be able to research a variety of sources in libraries and on the internet and, in particular, to research and assess academic literature. Particular elements of the programme expose students to the use of information technology and encourage the development of general professional capabilities including recognition of deadlines, time management and communication skills.

Programme content

The programme consists solely of compulsory modules including a dissertation and an integrating case studies module.

Compulsory modules:

Code	Module title	Credits	Level
CEM031	Human Resource Management	10	7
CEM032	International Construction	10	7
CEM028	Construction Economics	10	7
CEMFCL	Construction Contract Law	10	7
CEMC01	Principles of Project Management	20	7
CEMIB9	Sustainable Design, Construction and Operation	10	7
CEM037	Strategic Management	10	7
CEMFIT	Technology - Information, Communication	10	7
CEMFCAS	Case Studies	30	7
CEMC10	Dissertation	60	7
	Total	**180**	

Part-time or modular arrangements

There are no part-time arrangements for this programme.

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
Modules will be delivered in a block format, relying primarily on lectures, seminars, and assessment comprising assignments and class tests. Block modules will be supported by prior reading to be completed by students prior to attendance, and will be structured to include sufficient active learning to make the relatively concentrated delivery easily digestible.

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/internal/exams/Policies/exa-class.aspx

For Masters Degrees
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 mist 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 Diplomas
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. 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 (eg 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 follow careers in a wide range of construction-related vocations: architectural and engineering design, project management, construction management, general business management, investment appraisal and in the public sector. Some pursue a career in research.

Opportunities for study abroad or for placements
When opportunities arise, students are given full support.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:	Teaching/learning methods and strategies
1. The concept of management as it applies in the construction sector and, in particular, management of the firm. 2. The impact of globalisation on construction employment relations in specific contexts. The ways that major construction industries 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.	Knowledge and understanding of issues in the first column will be addressed in and across the following modules: 1. Module CEMC01 2. Module CEMFCS 3. Module CEMF06 4. Module CEMIB9 5. Module CEM028 6. Module CEM031 7. Module CEMFIT **Summary** Teaching and learning is offered through case-

3. Differences in requirements for the built environment between the developed and developing world including the different concepts of sustainability in developed and developing countries.

4. Sustainability in terms of key social, environmental and economic pressures and opportunities for action.

5. Economics in the construction sector - to provide students with an understanding of how the conceptual framework of economic analysis can help to address a wide range of practical problems and questions encountered in the modern construction industry.

6. Planning and programming for design and construction to include design management and site operations.

7. Methods of procurement for construction work and the role of the client.

8. The role of contracts in the procurement and management of construction projects, in order that they will be able to recognise the matters that such contracts usually cover, as well as a range of various approaches to these matters in different standard forms, and an understanding of the complexities of contractual language.

9. How complex projects are managed and the skills required to:

a. Listen to others, co-ordinate and influence peer management in a co-operative and assertive way;

b. Develop the capacity to evaluate complex management situations, draw upon concepts and ideas and act decisively;

c. Develop the confidence to make judgements where data is partial or lacking, drawing upon the learning from the programme in the light of experience.

supported lectures and tutorials, web-based material, guest speakers from national and international firms, visits to national and international institutions, and guided reading.

Assessment
Details of specific forms of assessment are contained within module descriptions. Across the programme, they include:
• Individual and team assignments
• Presentations
• Examinations

Skills and other attributes

B. Intellectual skills - *able to:*

1. Solve complex problems
2. Use quantitative and qualitative tools
3. Communication skills
4. Analytical skills
5. Think laterally
6. Use IT skills to plan, programme, and manage
7. Interpret codes and standards
8. Understand another viewpoint from the perspective of negotiating with and managing labour

Teaching/learning methods and strategies

Intellectual skills in the first column will be developed across all the modules.

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, examinations and a dissertation.

Assessment
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. Examinations and Intensive teamwork exercises, presentations and reports
4. Case-based teamwork assignments, examinations
5. Case-based assignments, examinations and dissertation work

C. Practical skills - *able to:*

1. Communication
2. Negotiate
3. Interpret clients' requirements
4. Focus on challenges
5. Meet deadlines
6. Manage a project
7. Manage and motivate a workforce
8. Manage the design process

Teaching/learning methods and strategies

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.

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,
7. Assessed presentations.

D. Transferable skills - *able to:*

Students are expected to acquire an ability to think analytically, to develop frameworks for considering and resolving complex problems, and to discriminate between good and bad arguments.
They will be able to research a variety of sources in libraries and on the internet, and, in particular, to research and assess academic literature.
Particular elements of the programme expose students to the use of information technology and encourage the development of general professional capabilities including recognition of deadlines, time management and communication skills

Teaching/learning methods and strategies

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.
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.

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

Assessment
Case-based assignments including presentations and report writing (all transferable skills).
Unseen examination (numeracy, analytical and problem-solving skills).
Dissertation (time management, independent learning, problem-solving and analytical skills)

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.