PROGRAMME SPECIFICATION

For students continuing in 2018

Programme Title:	**MSc/Postgraduate Diploma in FM**
Awarding Institution:	**The University of Reading/University College of Estate Management (UCEM)**
Teaching Institution:	**University College of Estate Management**
QAA Subject Benchmark Statement:	**Business and Management (Feb 2015)**
UoR Faculty:	**Faculty of Science (The School of Construction Management and Engineering)**
Programme Leader:	**Dr Andrew N Green**
Board of Studies:	**UCEM Legacy Board of Studies**
Accreditation:	**Royal Institution of Chartered Surveyors (RICS)**
	(Recognised by:) **British Institute of Facilities Management (BIFM)**
Programme length:	**30 months**
Date of Specification:	**October 2017**

This Programme includes two pathways leading to either the award of the MSc in Facilities Management (MSc route) or the award of a Postgraduate Diploma in Facilities Management (PGDip route). All students register on the UCEM PGDip route for Parts 1 and 2 of the Programme. On progression from Part 1, those students electing to study for the MSc become a UoR registered student for Parts 2 and 3 with learning continuing to be delivered by the UCEM. The content of the three Parts of the Programme are the same for all students. Within this specification, all references to the MSc should be interpreted as applying to both the PG Diploma and the Master's awards except where specifically stated.

SUMMARY OF PROGRAMME AIMS

The Programme aims to provide a combination of academic skills and advanced professional skills commensurate with the Masters level award. It provides the opportunity to attain these skills to those who cannot, or choose not to, give up their full-time career status. As such it enhances on-going career prospects. This is achieved in a structured programme that still provides flexibility to the student.

The qualifications examine the theories, concepts, principles and variables that influence the facilities management practice. This is considered within the operational, tactical and strategic contexts commensurate with the changing needs of a business. In comparison with established master's programmes, this focus offers a wider dimension to the qualifications and promotes critical investigation and enquiry into the broader academic issues that surround the facilities management practice.

The course is designed to provide students with advanced academic understanding of the developing facilities management industry, addressing the legal, economic, technological and management processes to Masters level, whilst developing the underpinning knowledge relevant to the accrediting and recognising professional bodies.

TRANSFERABLE SKILLS

The Strategy for Teaching and Learning deployed by the University has identified a number of generic transferable skills which all students are expected to develop during their degree programme. By the end of this Programme, students will have developed their skills relating to communication, information handling, numeracy, problem-solving and use of information technology. Presentation skills, team working and collaborative learning are encouraged within the limited parameters of the distance-taught programme by being positively structured into many of the online activities.

These transferable skills are developed progressively and in parallel with the specific subject competencies studied. The distance learning nature of the course promotes self-discipline, self-motivation and effective time management.

PROGRAMME STRUCTURE AND CONTENT

The MSc in Facilities Management is a three years' distance-taught programme.

The thirty-month Programme is designed within a 180 credits modular structure. All students are required to take eleven compulsory taught modules. Of the eleven compulsory taught modules, ten constitute 10 credits (approximately 100 study hours), and one constitutes 20 credits (approximately 200 study hours). The research component of the Programme (*Research Methods* plus *Dissertation*) constitutes one-third of the credits available in the Programme (60 credits: approximately 600 study hours) and will be undertaken in Part 3 of the Programme (Year 3). The *Research Methods* module constitutes 20 credits and will be undertaken in advance of the forty credits *Dissertation*.

PART 1

	Assessment	Module Credits
Module 1: H101 FM-The Overview	On-line activities and One assignment One integrative project One exam	20 (level 7)
Module 2: H102 The Workplace	On-line activities and One assignment One exam	10 (level 7)
Module 3: H103 Management	On-line activities and One assignment One exam	10 (level 7)

Module 4: H104
Financial Management
Principles	One assignment
One exam	10 (level 7)
Module 5: H105
Legal Studies	One assignment
One exam	10 (level 7)

PART 2

Module 6: H206
Information Technology	One exam	10 (level 7)
Module 7: H207
Operational Property Portfolio
Planning	One exam	10 (level 7)
Module 8: H212
Procurement and Supply Chain
Management	One exam	10 (level 7)
Module 9: H209
Corporate Real Estate
Management	One exam	10 (level 7)
Module 10: H210
The Facilities Support Services	One exam	10 (level 7)
Module 11: H211
Communic8	Four assignments	10 (level 7)

PART 3

Module 12: H301
Research Methods	Two assignments	20 (level 7)
Module 13: H302
Dissertation	One Research submission	40 (level 7)

Students can pursue a slower track approach by opting to take fewer modules each year. In the event of deferrals or necessary retakes, such slow track students may be constrained by the maximum Programme length (see assessment regulations).

PART-TIME/MODULAR ARRANGEMENTS

The Programme is distance taught and designed for students who are employed primarily within the facilities management industry which overarches the construction and real estate industries.

As stated above, students have the flexibility of attempting less than the scheduled modules per year. In that sense, a *part-time* option is open to the fully employed students who typically undertake the Programme.

With each module in the MSc allocated credits in multiples of ten, the Programme will be amenable to integration into a wider suite of distance-taught courses, should they be developed in the future.

ASSESSMENT, PROGRESSION AND AWARD REQUIREMENTS

Progression is subject to the relevant regulations but is based on a pass mark of 50%.

For details refer to the *Assessment, progression and award regulations* available on the *Virtual Learning Environment.*

https://www.ucem.ac.uk/regulations-201819/

For those retaking modules or postponing their course, it should be noted that there is an eight-year maximum course duration within which to complete the MSc and a maximum of six years to complete the PGDip.

The programme designates modules as either examined and/or assessed, depending on which is the most appropriate means of providing meaningful assessment of the syllabus content. The weighting of the assessment components is summarised in the Assessment, Progression & Award Regulations on the Virtual Learning Environment.

SUMMARY OF LEARNING DELIVERY AND ASSESSMENT

Learning Delivery

The Programme learning is delivered totally online using a variety of appropriate pedagogic and assessment methods such as coursework, online content and interactive webinars and discussion forums.

The material across all modules is delivered and assessed at Level 7 with emphasis upon independent research, critical evaluation and analysis.

Assessment

Assessment is in accordance with the University's Statutes and Ordinances.

[For details of the regulations governing assessment refer to the *Assessment, progression and award regulations* available on the *Virtual Learning Environment.*]

Late submission of coursework and extension of time

The regulations relating to these apply to UCEM policies across all courses.

[For details of guidance on late submission penalties and extension allowances refer to the *Student Handbook* available on the *Virtual Learning Environment.*]

No extensions are permitted for dissertations or projects.

ADMISSION REQUIREMENTS

Entrants to this Programme are required to have obtained either:

• An undergraduate degree in any cognate or non-cognate discipline; or
• A relevant examined professional institute membership; or have
• Sufficient relevant professional experience.

Applicants who do not hold a first degree may be required to submit a 2000-word essay on facilities management topic selected by the Programme Leader as part of the submissions procedure.

Admissions Tutor: Dr Andrew N Green (subject to Admissions Committee recommendations)

SUPPORT FOR STUDENTS AND THEIR LEARNING

UCEM uses the *Moodle* software package as a means of delivering courses on-line. This *Virtual Learning Environment* has been developed as a means of providing course content and information to students. It is also used to expand the interaction between students and tutors as well as students and their colleagues. The *e-library* on the VLE provides access to thousands of property related texts, including University of Reading research materials. Students can also access hyperlinks to *Athens*, iSurv, EGi and *Amazon* academic booksellers.

Student guidance and welfare support is provided by the Programme Leader, subject tutors, Programme Administrator and other administrative staff via the Student Central help centre. In addition, UCEM has a *Special Needs* advisor. It is not anticipated that the University Careers Advisory Service, the University's Special Needs Advisor, Study Advisors or the Students' Union will be called upon to support the student's learning experience and welfare support.

CAREER PROSPECTS

Nearly 100% of Programme students to date have been employed during their studies and have been seeking the award for various reasons including: personal development, career prospects improvement, and access to membership of one of the professional institutes.

PROGRAMME OUTCOMES

UCEM and the University of Reading both have a worldwide reputation for delivering education of the highest quality. This programme will continue this tradition by earning recognition and respect as a premier global programme for students working within the facilities management profession.

The programme provides a combination of academic skills and advanced professional skills commensurate with the Master's award. It provides an opportunity for students to develop and demonstrate knowledge, understanding and analytical techniques in the following areas.

Knowledge and Understanding

A. knowledge and understanding of:	Teaching/learning methods and strategies:
1. The contexts, people, relationships and activities involved within the FM industry and profession. 2. The management function within the organisation and the sources, measurement, interpretation and presentation of data/information. 3. The principles that influence the design, construction and performance of buildings. 4. The principles of law and the legal framework that underpins practice in the facilities management profession. 5. The practices and procedures involved in the procurement, execution and delivery of facilities management services. 6. The economic and financial frameworks relevant to the facilities management industry. 7. The specific principles of law or statute that affect facilities management issues, particularly in relation to contract law, employment law and Health and Safety at Work. 8. The philosophy and methodology of aspects of management relevant to business, projects, professional practice, strategy, facilities or estates. 9. The professional and personal skills required by managers in formulating strategies/plans to manage human/physical resources. 10. The research process, research methods and presentation of results for facilities management issues.	▪ The acquisition of knowledge is accomplished in each module of the Programme through the provision of designed distance learning resources including tailored reference material, research reports, textbooks, web based resources and materials sourced through the student's workplace. ▪ Development of understanding and intellectual skills will occur through engaging the student in interactive learning activities designed for a problem-based learning approach. Exchanges with tutors and peers and access to resources will be enabled through the Moodle virtual learning environment. A significant proportion of activities will require the student to undertake research and reflection within their own workplace. ▪ Additionally, support, advice, guidance and real time activity will occur through both synchronous and asynchronous interaction via the VLE. ▪ In the dissertation module, self-directed learning and supervisor consultation will further extend the student's knowledge and understanding. **Assessment:** ▪ Students are required to complete at least one piece of coursework and/or examination in each module which is assessed within strict time frames. ▪ Coursework will require students to prepare analyses, calculations, critical evaluations, designs, summaries, simulations etc. in the form of extended essays or reports. ▪ Coursework will be assessed against defined criteria communicated to students beforehand. ▪ Modules in Years 1 and 2 are examined using an unseen closed book approach and are assessed on major pieces of coursework. ▪ Integration of concepts and principles between modules will be encouraged throughout the Programme. ▪ Dissertations are assessed according to strict guidelines and a common marking scheme.

Skills and other Attributes

B: Intellectual skills – able to:
1. Integrate theory and practice relevant to their particular learning needs including the ability to transfer knowledge, techniques and methods between subject areas.
2. Research, collect and synthesise information from a variety of sources.
3. Analyse and interpret information in a variety of forms and format.
4. Think logically and critically in respect of the appropriate application of knowledge developed experientially.
5. Reflect on and critically deconstruct workplace practices and procedures.
6. Define, solve and advise on problems, demonstrating powers of critical appraisal and synthesis.
7. Select and apply appropriate quantitative techniques of analysis and appraisal.
8. Plan, execute and write reports appropriate to an internal and external business client.
9. Adapt and apply knowledge and skills in a changing professional environment and within varying contexts.

Teaching/learning methods and strategies:
- The problem-based approach to learning will require the student to employ considerable logic and intellectual skills in analysing problems, situations and scenarios before determining the appropriate learning materials to which to make reference in order to arrive at an individual or collective solution.
- The reference materials to be drawn upon include texts, papers and web-based resources provided with the course, workplace documents and information found locally.
- The coursework and self-assessment varies across the modules but collectively covers skills 1-9.
- Feedback includes tutor comments on coursework, e-mailed advice and web-based answer guides.
- Web-based discussion board with Moodle will facilitate communication between tutors and students.
- The dissertation process further embraces intellectual skills 1-7.

Assessment
- • Intellectual skills are assessed through coursework assignments, problems, reports and appraisals and through unseen examination and dissertation submission.
- • All summative assessment will be made against defined criteria, including demonstration of intellectual skills.

C: Practical skills – able to:	.**Teaching/learning methods and strategies:**
1. Locate information sources, assemble and present information in a variety of contexts and media. 2. Collate, manipulate and store data and information electronically. 3. Provide advice and guidance, communicating both formally and informally either face-to-face, through e-mail or via discussion forum. 4. Collect, record, analyse and present statistical data. 5. Apply a variety of specialist analysis and appraisal techniques applicable to practice in the facilities management industry and profession. 6. Use quantitative techniques as a basis for decision making. 7. Write reports in clear standard English and draft comprehensible sketches and diagrams. 8. Multitask and prioritise work to meet scheduled deadlines. 9. Work collaboratively with other people to complete tasks to deadlines	▪ All skills will be developed through completing the module learning activities and coursework. ▪ In particular, Skills 1, 2, 4, 5, 6 and 7 are developed through the Dissertation Module. ▪ Skills 3-6 variously developed in face-to-face tutorial discussions, web-based activities and coursework within the taught modules. ▪ Skills 4-5 further extend through the dissertation process. **Assessment***:* ▪ Assessment of these skills is mainly undertaken through module coursework. ▪ Skills 3, 5, 6, 8 and 9 will be displayed at face-to-face teaching sessions. ▪ Skills 4-7 are also assessed through unseen examination.

D: Transferable skills -able to demonstrate the following transferable skills:	Teaching/learning methods and strategies:
1. Communication skills 2. IT skills 3. Literacy 4. Numeracy 5. Problem-solving skills 6. Time management skills 7. Autonomous learning 8. Research skills 9. Business awareness 10. Sustainability awareness	**Communication skills:** Whereas oral communication is limited by the medium of the Programme, written communication is central to the success of students in the programme. **IT Skills:** All MSc students are expected to have access to PCs, e-mail and the Internet. The programme is supported by the open areas of the UCEM web-site. More specifically, the dedicated *Moodle* virtual learning environment will be used to make learning activities and reference information available and significant use will be made of the discussion boards. Students submit their coursework via the web. Completion of coursework will necessitate familiarity with Microsoft Word and Excel. Students will also have access to online power-point presentations. Support and advice are available to the students on IT aspects of the Course. **Literacy and Numeracy:** These not only relate to desirable minimum requirements for the Programme but are skills that are encouraged and developed through assignment tasks and tutor feedback on style as well as content. Completion of assessment requires a mixture of essays, calculations, reports, graphical presentations as well as dissertation writing. Guidance on the nature of these formats is provided throughout the course. **Problem-solving skills:** The fundamental pedagogy underpinning the design and delivery of the programme is centred on problem based learning with the student being introduced to topics through commonly found professional problems for which they must determine appropriate solutions. **Time management and autonomous learning:** By its nature distance learning requires students to develop the discipline of independent study. The flexibility on time, place and pace that it offers still requires students to manage their time to complete the required study and coursework by the milestone dates indicated in the programme of studies. **Research skills and business awareness:** The programme is geared to the detailed examination of the facilities management industry and profession. During their study students will be expected to investigate and reflect on business practice and to source key documents and information from within their workplace.

	This enquiry skills developed to support study during the first two years will be formally converted into academic research skills in Part 3 when the taught research methods module is taken and the dissertation is completed.
	▪ **Sustainability:** Facilities management is primarily concerned with optimising the use of resources in direct support of a business. In this sense, pervades the whole Programme.
	Assessment:
	To a greater or lesser degree all the course work and much of the examination in this course will require student to demonstrate each of these transferable skills. For instance, to complete an assignment they must manage their time, assimilate the problem information forming the assignment, conduct the required research or investigation of their workplace, discuss their findings, generate a solution, create a document with text and calculation, save and send the document electronically.

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 module descriptions and programme handbooks. 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 processes or external sources, such as professional bodies, requires a change to be made. In such circumstances a revised specification will be issued.**

Signed...

Alan Hill

Chair of the Legacy Board of Studies

Date......10⁻... NOVEMBER 2017...............