



UNIVERSITY COLLEGE
OF ESTATE MANAGEMENT

MSc Construction Management

Programme Specification 2025 - 2026

Version: 28.00

Status: Final

Date: 21/03/2025

Summary Programme Details

Final Award

Award: MSc

Title of (final) Programme: Construction Management

Credit points: 180

Level of award: 7

Intermediate award(s)*

Intermediate award 1: Postgraduate Diploma Construction Management

Credit points: 120

Level of award: 7

Intermediate award 2: Postgraduate Certificate Building and Property Studies

Credit points: 60

Level of award: 7

*Intermediate awards will be granted to students that exit the programme part way through if they have achieved sufficient credits in line with the [Academic and Programme Regulations \(opens new window\)](#).

Apprenticeship Standard and Assessment Plan (relevant to apprentices only)

Name of apprenticeship standard: Chartered Surveyor (Degree)

Reference number: ST0331

End Point Assessment: non-integrated

End Point Assessment Organisation: Royal Institution of Chartered Surveyors (RICS)

Link to apprenticeship standard: [Chartered Surveyor](#)

Link to assessment plan: [Chartered Surveyor Assessment Plan](#)

Validation

Validating institution: University College of Estate Management (UCEM)

Date of last validation: February 2020

Date of next periodic review: February 2025

Date of commencement of first delivery: September 2014

Duration: 2 years or 2 years plus external end point assessment, if taken as part of an apprenticeship programme

Maximum period of registration: In accordance with the [Academic and Programme Regulations \(opens new window\)](#).

UCAS Code/ HECoS Code: N/A/ 100151

Programming Code: PMSC

Other coding as required: CMS

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Professional accreditation / recognition

Accrediting/recognising body: **Royal Institution of Chartered Surveyors (RICS)**

Details of the accreditation/recognition: MSc accredited. RICS is also the End Point Assessment Organisation for the apprenticeship programme.

Date of last programme accreditation/recognition: January 2023

Date of next periodic review: 2027

Accrediting/recognising body: **Chartered Institute of Building (CIOB)**

Details of the accreditation/recognition: MSc accredited

Date of last programme accreditation/recognition: December 2020

Date of next periodic review: 2025

Accrediting/recognising body: **Chartered Association of Building Engineers (CABE)**

Details of the accreditation/recognition: MSc accredited

Date of last programme accreditation/recognition: June 2020

Date of next periodic review: 2025

QAA Guidance

[UK Quality Code for Higher Education \(opens new window\)](#)

[QAA Credit Framework for England \(opens a new window\)](#)

[Quality Assurance Agency \(QAA\) Subject Benchmark Statement: Land, Construction, Real Estate and Surveying April 2024 \(opens new window\)](#)

OfS Standards

[Office for Students \(OfS\) Sector Recognised Standards \(opens a new window\)](#)

Programme Overview

Rationale

The process of construction management is the essential link between the expression of a client brief and the occupation of a completed building. This supported online learning programme will help to develop the skillsets required of those parties allocated to manage this process, and to ensure the seamless transfer from design to completion and occupation. This programme provides advanced knowledge and management skillsets required to become a leader in construction management.

This is one of a suite of MSc conversion programmes enabling graduates from disciplines unrelated to real estate and construction to obtain a RICS, CIOB and CABE accredited degree, and access to professional membership.

Entry Requirements

Entrants to this programme normally are required to have attained one of the following:

- a Bachelor's Degree with honours at lower second standard (2:2), or equivalent;
Or
- a Bachelor's Degree, or equivalent, plus experience in a relevant field;
Or
- a Level 5 qualification as defined by Framework for Higher Education Qualifications for England, Wales and Northern Ireland (FHEQ) plus 5 years' relevant experience;
Or
- a professional qualification plus 5 years' relevant experience;
Or
- successfully completed the UCEM Postgraduate Access programme at the first attempt.

If an applicant does not meet the standard entry requirements UCEM will consider the application on an individual basis. In these cases, the application will be assessed by the Programme Leader, or for students in Hong Kong by the Dean of School (International), who will consider any professional and life experience, in addition to any academic or vocational qualifications the applicant may hold. The applicant may be asked to provide a detailed personal statement and/or a reference or letter of support from an employer or mentor to support the application.

Applications are assessed in accordance with the UCEM [Code of Practice: Admissions and Recognition of Prior Learning \(opens new window\)](#).

English language requirements

All UCEM programmes are taught and assessed in English. The applicant will therefore be required to demonstrate adequate proficiency in the language before being admitted to a course:

- GCSE Grade 4 (or C) or above in English Language or English Literature, or an equivalent qualification. For further information on equivalent qualifications please contact: admissions@ucem.ac.uk.

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- Grade 6.0 or above, with at least 6.0 in the reading and writing modules, in the International English Language Testing System (IELTS) academic test administered by the British Council.
- 88 or above in the Internet option, 230 or above in the computer-based option or 570 or above in the paper-based option, of the Teaching of English as a Foreign Language (TOEFL) test.
- Grade 4 (or C) or above in English (Language or Literature) at A/S Level.
- HKDSE (Hong Kong Diploma of Secondary Education) Grade 3, or HKALE (Hong Kong Advanced Level Examination – Advanced Level & Advanced Supplementary Level) Grade E, or HKCEE (Hong Kong Certificate of Education Examination) Grade 3-5 or Grade A-D (Syllabus B only).

Applicants with a bachelor's degree that has been taught and examined in the English medium can be considered for entry in the absence of the qualifications detailed above if applying for a non-apprenticeship programme.

Apprenticeship programme

Applicants to the apprenticeship programme must also:

- Have the right to work in England, meet Department for Education (DfE) residency status requirements, spend at least 50% of their working hours in England and be directly employed in a job role that will enable the requirements of the apprenticeship to be achieved.
- Have GCSE Grade 4 (or C) or above in Mathematics, or an equivalent qualification. For further information on equivalent qualifications please contact admissions@ucem.ac.uk.

Applicants for the apprenticeship programme that are 19+ years old are not required to have [accepted equivalent Level 2 maths and English qualifications \(opens new window\)](#). However, the DfE will fund functional skills qualifications if deemed necessary by the Employer and apprentice. The employer and apprentice will be informed of their options at point of admission, and they will be required to confirm that they opt in or out of further level 2 study to proceed.

Applicants to the apprenticeship programme must meet all of the funding eligibility requirements contained in the [DfE funding rules](#).

Recognition of prior learning (RPL) routes into the programme

UCEM policy and procedures for Recognition of Prior Learning (RPL) are set out in the [UCEM Code of Practice: Admissions and Recognition of Prior Learning \(opens in new window\)](#). This policy statement takes precedence in any such decision.

UCEM also recognises credit awarded by higher education degree awarding bodies in accordance with the relevant higher education qualifications framework and allows that credit to count towards module exemption from the programme.

Normally at least one-third of any award must be accumulated as a result of learning assessed by UCEM, subject to any overriding Professional, Statutory and Regulatory Body requirements. For programmes leading to MSc or MBA awards:

- at least 100 credits (including the final project module) must be accumulated as a result of learning assessed by UCEM, and

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- the final project module must be based on work completed while a student at UCEM and not before.

Programme Progression

For details of progression arrangements, please view the [Academic and Programme Regulations \(opens new window\)](#).

Successful completion of the MSc will enable the student to apply to the relevant professional body for membership, or to apply for a PhD/MPhil, or to conduct further research.

Award Regulations

For details of award arrangements, please view the [Academic and Programme Regulations \(opens new window\)](#).

Career Prospects

This programme will provide a route for both non-cognate and semi-cognate graduates, into careers associated with membership of the Chartered Institute of Building (CIOB), the Chartered Association of Building Engineers (CABE), and the Royal Institution of Chartered Surveyors (RICS).

This programme equips students with the essential subject knowledge and postgraduate skills and expertise to enable them to enter and work within the construction and project management areas of practice within the construction industry. The opportunities available are fairly extensive and include the following areas of professional practice:

- Property Management;
- Construction Management;
- Project Management;
- Facilities Management;
- Maintenance and refurbishment and retrofit sectors;
- Property Development.

Programme Aims

Programme aims

The programme is designed for holders of a Bachelor's Degree or equivalent to study a Master's award focused on the core disciplines associated with construction and project management. This programme will develop the students' ability to integrate interdisciplinary theory and practice and to research and evaluate data to solve complex challenges. The programme additionally aims to provide students with a foundation for further professional development and extension of their knowledge in preparation for further academic study at PhD level.

Market and internationalisation

This programme is aimed at a UK and a broad international audience, however, it has as the basis UK law and regulatory controls.

The programme aims to utilise international case studies to further assist understanding and, where possible, international case studies are considered along with international codes and conventions.

The apprenticeship route is available to UK students only.

Programme Structure

Module List

| Code | Module | Level | Credits | Core/ Elective |
|---------------------|---|-------|---------|-------------------|
| PMA7PRM | Project Management in the Built Environment | 7 | 20 | Core |
| CON7TEC | Construction Technology | 7 | 20 | Core |
| LAW7LBE | Law for the Built Environment | 7 | 20 | Core |
| QSP7PRO | Procurement and Tendering | 7 | 20 | Core |
| MAN7FAC | Facilities Management | 7 | 20 | Core |
| QSP7CAP | Contract Administration and Practice | 7 | 20 | Core |
| INT7CON | International Construction | 7 | 20 | Core |
| PRJ7PRA/ PRJ7PRS | Postgraduate Project | 7 | 40 | Core |

Notes

Credits are part of the Credit Accumulation and Transfer System (CATS). Two UK credits are equivalent to one European Credit Transfer System (ECTS) credit.

Learning Outcomes

Having successfully completed the programme, the student will have met the following learning outcomes.

A – Knowledge and understanding

| Learning Outcome | Relevant modules |
|---|-------------------------------|
| A7.1 Critically appraise the wider business context and the integration of the role of construction management particular to political, socioeconomic drivers and global Sustainable Development Goals. | PMA7PRM MAN7FAC INT7CON |
| A7.2 Demonstrate a critical awareness and systematic understanding of challenges in the construction management sector to ensure good lifecycle performance | PMA7PRM CON7TEC |

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| Learning Outcome | Relevant modules |
|---|--|
| for newly built and refurbished assets as informed by research and practice. | LAW7LBE QSP7PRO QSP7CAP MAN7FAC INT7CON PRJ7PRA/ PRJ7PRS |
| A7.3 Critically evaluate and select theories and techniques appropriate to construction management. | PMA7PRM CON7TEC LAW7LBE QSP7PRO QSP7CAP MAN7FAC INT7CON PRJ7PRA/ PRJ7PRS |

B – Intellectual skills

| Learning Outcome | Relevant modules |
|---|--|
| B7.1 Critically synthesise a range of information and solve complex problems addressing construction management compliance with safety, building and planning legislation together with further research and enquiry. | PMA7PRM CON7TEC LAW7LBE QSP7PRO QSP7CAP MAN7FAC INT7CON PRJ7PRA/ PRJ7PRS |
| B7.2 Evaluate the rigour and validity of published research and the relevance to construction management. | PMA7PRM CON7TEC LAW7LBE QSP7PRO QSP7CAP MAN7FAC INT7CON PRJ7PRA/ PRJ7PRS |

C – Subject practical skills

| Learning Outcome | Relevant modules |
|--|--|
| C7.1 Acquire, analyse and evaluate data, and judge the relevance and validity applied to a range of construction management situations and appraise current best practice of information management processes and digital applications. | PMA7PRM CON7TEC LAW7LBE QSP7PRO QSP7CAP MAN7FAC INT7CON PRJ7PRA/ PRJ7PRS |
| C7.2 Demonstrate an understanding of the responsibilities of construction managers and an international perspective of professional ethics and inclusivity and the impact of construction management on business, societies and the environment. | PMA7PRM CON7TEC QSP7PRO QSP7CAP INT7CON PRJ7PRA/ PRJ7PRS |
| C7.3 Consistently apply subject-specific knowledge and integrate theory and practice, making informed decisions to deal with complex construction management situations. | PMA7PRM CON7TEC LAW7LBE QSP7PRO QSP7CAP MAN7FAC INT7CON PRJ7PRA/ PRJ7PRS |

D – Key / Transferable skills

| Learning Outcome | Relevant modules |
|--|------------------|
| D7.1 Demonstrate professional communication appropriate for relevant stakeholders and collaborative initiatives. | All modules |
| D7.2 Evaluate and apply subject-specific knowledge and integrate theory and practice to make informed decisions to deal with complex problems. | All modules |
| D7.3 Demonstrate proactivity and originality in problem-solving, and the ability to act autonomously in planning and implementing tasks at a professional level. | All modules |

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| Learning Outcome | Relevant modules |
|--|---|
| D7.4 Demonstrate independent, self-directed learning, as required for continuing professional development. | All modules |
| D7.5 Critically evaluate data and develop solutions reflecting a holistic approach to sustainability, health, safety, well-being, cultural and environmental considerations and the opportunities and constraints this presents. | PMA7PRM CON7TEC QSP7PRO QSP7CAP MAN7FAC INT7CON PRJ7PRA/ PRJ7PRS |

Delivery Structure

Autumn (UK) Entry

| Level | Year 1 Semester 1 | |
|-------------------|-------------------|---|
| 7 | PMA7PRM | Project Management in the Built Environment |
| 7 | CON7TEC | Construction Technology |
| Year 1 Semester 2 | | |
| 7 | LAW7LBE | Law for the Built Environment |
| 7 | QSP7PRO | Procurement and Tendering |
| Year 2 Semester 1 | | |
| 7 | MAN7FAC | Facilities Management |
| 7 | QSP7CAP | Contract Administration and Practice |
| 7 | PRJ7PRA/PRJ7PRS | Postgraduate Project |
| Year 2 Semester 2 | | |
| 7 | INT7CON | International Construction |
| 7 | PRJ7PRA/PRJ7PRS | Postgraduate Project |

Spring (UK) Entry

| Level | Year 1 Semester 1 | |
|-------|-------------------|---|
| 7 | PMA7PRM | Project Management in the Built Environment |

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| | | |
|--------------------------|-----------------|--------------------------------------|
| 7 | LAW7LBE | Law for the Built Environment |
| Year 1 Semester 2 | | |
| 7 | CON7TEC | Construction Technology |
| 7 | QSP7CAP | Contract Administration and Practice |
| Year 2 Semester 1 | | |
| 7 | QSP7PRO | Procurement and Tendering |
| 7 | INT7CON | International Construction |
| 7 | PRJ7PRA/PRJ7PRS | Postgraduate Project |
| Year 2 Semester 2 | | |
| 7 | MAN7FAC | Facilities Management |
| 7 | PRJ7PRA/PRJ7PRS | Postgraduate Project |

Module Summaries

Core Modules

PMA7PRM Project Management in the Built Environment

This module explores the strategic and organisational challenges of project management within the built environment, with a focus on the management of construction focused projects. The variance of skillsets and the professional disciplines required to manage, plan, and control, the safe, and compliant, delivery of built assets are addressed in the context of key project drivers.

CON7TEC Construction Technology

This module develops the principles of construction technology, including modern, innovative and traditional construction. Within the framework of a sustainable built environment, assessment methods and relevant codes and regulations are explored in providing for a sustainable agenda and inclusive design.

LAW7LBE Law for the Built Environment

This module introduces English law, the legal system and the law-making process. Students are introduced to the law of contracts, the formation, acceptance and validity, and typical contract types. Students are introduced to the law of tort which deals with 'civil wrongs'. Health and safety legislation is addressed, and the role of local authorities as part of the planning process, and for the approval of building regulations. Conflict avoidance, dispute resolution and, particularly, Alternative Dispute Resolution, is provided.

QSP7PRO Procurement and Tendering

This module examines the principles and applications of project procurement. It also develops understanding of the effects of risk allocation on procurement choice and the impact this has on subsequent phases of the project cycle.

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MAN7FAC Facilities Management

This module aims to develop the understanding of, and practice in, the skills associated with facilities management, and the planning and controlling of the maintenance of built assets. The focus is the skills and knowledge required by the construction manager who may be involved in facilities management and the maintenance of built assets. Students will develop their understanding of the theory of facilities management, and construction management and technology from earlier modules, and will apply these theories in context.

QSP7CAP Contract Administration and Practice

This module examines Joint Contracts Tribunal (JCT), New Engineering Contract (NEC) and International Federation of Consulting Engineers (FIDIC) Standard Forms of construction contracts to enable students to interpret and analyse the key provisions for effective control and management of a contract. The module also examines the interactions of stakeholders and addresses impartiality and lack of bias within construction contracts.

INT7CON International Construction

This module focuses on the global construction arena. The module comprises the following topics; health and safety, culture, business, resource management, and constructing in tropical climates. The module will enhance the student's ability to recognise, analyse and develop many aspects of international construction and apply this in the international construction arena.

PRJ7PRA/PRJ7PRS Postgraduate Project

This module requires students to develop their research skills within the context of the built environment and is a key part of their wider professional development. It provides them with an opportunity to conduct a self-directed research project that reflects the culmination of their studies in the relevant programme. The topics selected are expected to reflect the current and critical issues that concern the built environment. For many students the development of case study research, often emanating within their own workplace or arising from their professional activity, will be an appropriate approach to demonstrate research and expertise in a specific area.

UCEM Competence Standards

All undergraduate and postgraduate students are expected to meet the basic academic competencies laid out in the admissions criteria for their degree programme. Additionally, UCEM students are expected to meet the following competency standards:

1. Competence Standard: The ability to work independently and/or as part of a team, for the purposes of research, collective problem solving and communication of results/findings.

Justification: Professionals in the built environment are required to work with a variety of stake holders to achieve joint and individual targets. UCEM graduates should be capable in both settings

2. Competence Standard: The ability to exercise self-learning and use acquired theoretical and practical knowledge.

Justification: Students in higher education are required to engage in self-directed learning to achieve learning outcomes. Support is available from UCEM to acquire these skills.

3. Competence Standard: The ability to effectively present key facts, ideas, problem solutions, results etc. using verbal, expressive, and/or written communication,

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Justification: Professionals within the built environment sector are required to present information to colleagues, clients, and other stakeholders in a variety of formats. UCEM graduates should be able to display these skills.

4. Competence Standard: The ability to submit work within agreed time frames.

Justification: Working to deadlines is a key requirement of professionals in the built environment. UCEM courses have a maximum period of registration that must align with accrediting PSRBs.

5. Competence Standard: The ability to use digital resources as an aid to research, analysis, problem solving and presentation.

Justification: UCEM's delivery method is entirely online with no physical campus. Support is available to assist with use of digital resources.

6. Competence Standard: The ability of learners to express and develop ideas using digital literacy in English.

Justification: UCEM is an online institution based in the UK. Students must have the ability to communicate in English through UCEM's online platforms.

7. Competence: The ability to critically interpret qualitative and/or quantitative data

Justification: Built environment professionals are required to handle both qualitative and quantitative data. UCEM's assessments also require critical interpretation, support is available to develop these skills.

8. Competence: Knowledge of the general principles and practices of professional codes of conduct.

Justification: UCEM's courses are accredited by RICS, CIOB and CABE.

Students seeking professional accreditation are also advised to consult the relevant PSRB which identifies key competencies for various levels of professional competence

Learning, Teaching and Assessment

Learning & Teaching

Knowledge and understanding

The teaching, learning and assessment strategy for the programme is guided by the UCEM-wide Learning, Teaching and Assessment Strategy (LTAS 2020-2025). This ensures all programmes promote a logical learning journey for students. The approach adopted is student-centred learning design that supports the educational needs of our diverse student community. Learning has been designed with flexibility in mind to support students to adopt their own learning experience best suited to their needs.

Students are taught through online learning resources available to them, including customised text material, study papers, learning activities and interactive media. These are complemented by a variety of Lecturer-facilitated sessions and interactions, using a range of media for enhancement of the learning experience.

Module delivery follows a standard format, incorporating a range of subject appropriate resources suitable for the online learner. This may include, but is not limited to, audio-visual presentations, interactive case studies and online journals.

Students are encouraged to research beyond the material provided and undertake self-directed learning throughout their programme. In the Postgraduate Project module, self-

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directed learning and problem solving further enhances knowledge and understanding, focusing on students' own chosen research topic.

Intellectual skills

Learning and teaching methods are applied to enable the development of cognitive skills. These skills are aligned to those used by Construction Managers, but also meet the needs of working in other industries. These skills are developed through interactive multi-media learning resources, self-directed learning and via participation in student-centred learning activities. The approach to assessment is lecturer-guided and, formative feedback on these skills is given appropriate emphasis.

Students are encouraged to develop and apply their knowledge and understanding through a range of online activities and exercises. These require students to apply research and analysis to industry issues.

Subject practical skills

The MSc Construction Management programme introduces and develops several specialist theoretical and practical subject themes required for the successful planning, execution and operation of construction projects, services and products, in the built environment at level 7. The Construction Manager must have a broad understanding of all the phases of the construction management process in accordance with the RIBA plan of works (2020) and the different modules on this programme develops these competencies.

The Procurement and Tendering, Contract Administration and Practice and Law for the Built Environment modules provide a broad understanding of the pre-construction activities, the different parties in a typical construction project and contractual relationships. These also engage students with contemporary knowledge on the theories and tested practices which may occur during the initial phases of construction to ensure the construction and operational phases progress smoothly. These include effective methods of selecting the most suitable contractor, service and supplier, at the best price and the responsibilities and liabilities of each party to a construction project.

The Construction Technology module covers modern construction techniques and methods which conform to contemporary standards of sustainability, ethics and health and safety. This also highlights the role of innovation as a means of improving the sustainability and efficiency of the built environment. The Project Management in the Built Environment module develops the project management competences of students by focusing on the cradle-to-cradle responsibilities and decision-making required of the project manager in the project lifecycle. All management focused modules recognise construction is human-resource intensive and focus on the skills required to effectively manage a wide range of parties and stakeholders in the industry.

The Facilities Management module focuses on the 'In-Use' phase of the building life cycle and develops the competencies to be able to proactively and reactively respond to operational issues while ensuring the built asset continues to function efficiently. It is also important to understand how construction industries vary globally and the International Construction module covers this perspective.

All modules ensure students are provided with a rounded experience of the practical and theoretical skills and knowledge required to excel in a Construction Management role.

Key/Transferable skills

The BE Ready Orientation sets out the importance of transferable skills. These skills are developed through the programme, utilising study and assessment. This can be via virtual

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learning environment (VLE) discussion, tuition discussion, problem-solving exercises – which are conducted individually or in groups and coursework, which provides the ideal combination to internalise these aspects through different learning methods. The Study Skills area of the VLE is a further resource for support in developing these skills.

The learning activities require students to undertake research, evaluate their findings and develop solutions. The teaching of module topics requires students' engagement with a range of online activities that develop research and evaluation skills and cultivate a systematic approach to problem solving. Engagement with the UCEM learning community develops communication and collaboration skills. The transferrable soft skills will be taught via the joint programme webinars delivered to the student throughout the year. The transferable soft skills will be tested through the summative and formative module assessments.

Assessment

The assessment strategy for the programme is guided by the UCEM-wide Learning, Teaching and Assessment Strategy (LTAS 2020-2025). The aim of UCEM's assessments is to allow students an opportunity to demonstrate what they have learned using a range of formats and which encourage critical self-reflection linked to personal development. To support this, assessments are clearly related to module learning outcomes and the activities within the module support students in achieving these.

UCEM's practice is to require assessments to be vocationally and professionally relevant. Assessments are built that have direct application to industry standards, and that enable students to learn through real world scenarios and working practice. This involves the generation of tasks based on problems, scenarios or case studies from recent real-world situations that reflect and/or replicate the vocational requirements of the industry and the international nature of the subject matter. All elements of assessments are discipline-specific for each programme as well as supporting the acquisition and promotion of transferable skills, including research skills development.

Formative assessment and feedback opportunities are provided throughout the programme in a variety of formats to motivate, guide and develop students through their learning. Students are required to complete various pieces of coursework in the modules which are assessed within set time frames. Detailed feedback is provided on lecturer-assessed work, which explains how the mark was derived, what was done well and what could be improved for future assessments. Objective testing is also utilised in formative (including self-assessment) and summative assessment. Individual projects in the final stage are assessed in accordance with their own guidelines and marking schemes.

All assessment contributing to award is subject to moderation policies. Moderation at UCEM is designed to reflect the quality of the student submission and the benchmark standards for the various levels of undergraduate study. Moderation of marking accords with QAA recommended best practice to ensure that marking criteria have been fairly, accurately, and consistently applied during first marking.

Assessment Diet

The types of assessments used on this programme will include coursework (such as essays, reports, portfolios, reflections, problem or short questions or video presentations), computer-based assessments, and computer marked assessments (CMAs). The exact combinations of assessment will vary from module to module.

In general, there will be 2 assessments per module. The first assessment is usually either coursework or a CMA. The second assessment is usually coursework. Some modules may

have up to a maximum of 4 assessments (except for PRJ7PRA/S Postgraduate Project which has 2 assessments: a research proposal and the final project submission).

Study Support

BE Ready Orientation

The purpose of BE Ready is to prepare students for online learning with UCEM but also to support students throughout their learning journey. Students are expected to visit BE Ready every semester for updates, welcome back week activities as well as advice specific to their level of study.

There are a variety of resources which will help students to get started. These include how to use the VLE, how to navigate a module, the UCEM e-library and how to join a webinar. BE Ready also provides practical advice such as how to manage independent study, where to find our Study Skills resources and how to access academic or pastoral support. All this information is key to having a successful start to supported online learning with UCEM.

Resources are available to support students with referencing and how to develop good academic practice to avoid academic misconduct. A range of study skills support materials are available to apprentices.

There is a 'Writing in Your Own Words' e-learning resource and associated quiz. This resource aims to provide the student with relevant examples of referencing, and a clear understanding of what plagiarism is and how to avoid it. Additionally, the 'Readiness for Learning' questionnaire prompts the student to consider the practicalities surrounding their studies. This element of the orientation is designed to provide feedback to the Institution in order to identify further ways in which UCEM may be able to facilitate and support the student as they progress. Further information relating to study skills support is also included.

Student learning support

The programme is taught via UCEM's VLE and academic facilitation and support is provided online giving students access to UCEM Lecturers and other students worldwide.

The Education team will guide and support students' learning. Furthermore, all students who do not engage with initial assessment or the VLE will receive additional support from the Programme Team. Other UCEM administrative teams provide support for assessments and technical issues including ICT. UCEM's VLE provides the main point of contact for students for these teams throughout the duration of their programme

Each student, wherever their location, will have access to a wealth of library and online materials to support their studies. International students are able to use their local context when writing their assessments

The Academic Support and Enhancement (ASET) team works with departments to promote student retention, achievement and success. This work is achieved through a multi-faceted approach, which consists of:

- delivering support tutorials to students identified as academically at risk to develop the academic skills needed for success;
- developing 'self-serve' support resources to enable students to develop their academic skills;
- delivering teaching webinars and drop-in sessions on academic skills;

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- working with the Education team and other support teams to identify ways in which student success can be further facilitated.

Relevant research is also carried out to inform proactive interventions, and to develop policy and practice.

Disability, neurodiversity, and wellbeing related support is provided via a dedicated Disability and Welfare team at UCEM.

Apprenticeship support in your workplace and apprenticeship support from UCEM

Students that are studying the programme as part of an apprenticeship programme will be assigned an Apprenticeship Outcomes Officer who is the primary point of contact for the apprentice and their employer during the apprenticeship. Apprentices and their employers will attend progress reviews scheduled at 12-week intervals which will review the apprentices progress, set targets and will check the completion of the off the job diaries and that the apprentice is making demonstrable progress on their apprenticeship.

Apprentice employers should work collaboratively with the apprentice and UCEM, including active participation at 12-week progress reviews, co-ordinating off the job training time and providing the apprentice with the opportunity to practice and embed new skills in the work environment.

English language support

For those students whose first language is not English, or those students who wish to develop their English language skills, additional support is provided through online resources on the VLE in the resource 'Developing Academic Writing'. The resource includes topics such as sentence structure, writing essays and guidance for writing at Master's level aimed at developing students study skills.

Personal and professional development

Students are undertaking vocational programmes that are intrinsically linked to the accrediting professional bodies. Students are encouraged and supported to understand the need for the recognition of these bodies and guided as to how to meet the professional membership requirements.

More generally, UCEM has a dedicated careers advisor to ensure students have appropriate access to careers education, information, advice and guidance.

Programme specific support

Each programme has a Programme Leader, as well as Module Leaders, Module Lecturers and Academic Support Tutors to support the students throughout their time with the programme.

The UCEM staff are accessible during normal UK working hours, during which they also monitor the 24/7 forums asynchronously and provide encouragement, assistance and necessary lecturer and student feedback services.

Access to the UCEM e-Library is on a 24/7 basis and UCEM has a full-time e-Librarian during normal UK working hours.