University of the Built Environment
EST. 1919

Patron: His Majesty King Charles III

Horizons, 60 Queen's Road, Reading, RG1 4BS
ube.ac.uk | +44(0)118 921 4696 | enquiries@ube.ac.uk

MSc Construction Management

Programme Specification 2026-2027

Version: 31.00

Status: Final

Date: 08/05/2026

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 of the Built Environment
Date of last validation: February 2025
Date of next periodic review: 2030
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

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 (subject to conditions)
Date of last programme accreditation/recognition: January 2026
Date of next periodic review: January 2031

Accrediting/recognising body: **Chartered Association of Building Engineers (CABE)**
Details of the accreditation/recognition: MSc accredited
Date of last programme accreditation/recognition: August 2025
Date of next periodic review: 2030

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.

If an applicant does not meet the standard entry requirements University of the Built Environment 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 (Academic Portfolio and International), who will give careful consideration to any professional and life experiences as well as 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 University of the Built Environment Code of Practice: Admissions and Recognition of Prior Learning (opens new window).

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@ube.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.

- Meet all of the funding eligibility requirements contained in the DfE funding rules.

The academic level of international qualifications that are not listed on the UCAS tariff will be assessed using UK ENIC.

English language requirements

All University of the Built Environment 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@ube.ac.uk
- 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.

Recognition of prior learning (RPL) or recognition of prior experiential learning (RPEL) routes into the programme

University of the Built Environment policy and procedures for Recognition of Prior Experiential Learning (RPEL) and Recognition of Prior Learning (RPL) are set out in the University of the Built Environment Code of Practice: Admissions and Recognition of Prior Learning (opens new window). This policy statement takes precedence in any such decision.

University of the Built Environment 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 the University, 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 the University, and
- the final project module must be based on work completed while a student at the University 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

Code	Module	Level	Credits	Core/ Elective
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.

Students entering with exemptions may see a change to their study route.

Learning Outcomes

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

A – Knowledge and understanding

Learning Outcomes		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 for newly built and refurbished assets as informed by research and practice.	PMA7PRM CON7TEC LAW7LBE QSP7PRO QSP7CAP MAN7FAC

Learning Outcomes		Relevant modules
		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 Outcomes		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 Outcomes		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 Outcomes		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
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

Year 1, Semester 1

Module Code	Module Name	Level
PMA7PRM	Project Management in the Built Environment	7
CON7TEC	Construction Technology	7

Year 1, Semester 2

Module Code	Module Name	Level
LAW7LBE	Law for the Built Environment	7
QSP7PRO	Procurement and Tendering	7

Year 2, Semester 1

Module Code	Module Name	Level
MAN7FAC	Facilities Management	7
QSP7CAP	Contract Administration and Practice	7
PRJ7PRA/PRJ7PRS	Postgraduate Project	7

Year 2, Semester 2

Module Code	Module Name	Level
INT7CON	International Construction	7
PRJ7PRA/PRJ7PRS	Postgraduate Project	7

Spring (UK) Entry

Year 1, Semester 1

Module Code	Module Name	Level
PMA7PRM	Project Management in the Built Environment	7
LAW7LBE	Law for the Built Environment	7

Year 1, Semester 2

Module Code	Module Name	Level
CON7TEC	Construction Technology	7
QSP7CAP	Contract Administration and Practice	7

Year 2, Semester 1

Module Code	Module Name	Level
QSP7PRO	Procurement and Tendering	7
INT7CON	International Construction	7
PRJ7PRA/PRJ7PRS	Postgraduate Project	7

Year 2, Semester 2

Module Code	Module Name	Level
MAN7FAC	Facilities Management	7
PRJ7PRA/PRJ7PRS	Postgraduate Project	7

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.

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.

University of the Built Environment 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, University of the Built Environment 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. University of the Built Environment 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 University of the Built Environment 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.

Justification: Professionals within the built environment sector are required to present information to colleagues, clients, and other stakeholders in a variety of formats. University of the Built Environment 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. University of the Built Environment 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: University of the Built Environment'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: University of the Built Environment is an online institution based in the UK. Students must have the ability to communicate in English through University of the Built Environment'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. University of the Built Environment'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: University of the Built Environment 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 and Teaching

Knowledge and understanding

The teaching, learning and assessment strategy for the programme is guided by the University-wide Learning, Teaching and Assessment Strategy (LTAS). 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.

Students are encouraged to research beyond the material provided and undertake self-directed learning throughout their programme.

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.

In the Postgraduate Project module, self-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 interaction with 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 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 though different learning methods. The Study Skills area of the VLE is a further resource for support in developing these skills.

The learning activities in this programme 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 University of the Built Environment learning community develops communication and collaboration skills. Additional support for transferrable skills is delivered via the joint programme webinars delivered to the student throughout the year. Students also have the opportunity to develop transferrable skills through formative and summative opportunities within the modules.

Assessment

The assessment strategy for the programme is guided by the University of the Built Environment-wide Learning, Teaching and Assessment Strategy (LTAS). The aim of University of the Built Environment'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.

University of the Built Environment'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 University of the Built Environment 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 the University 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 University 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 the University of the Built Environment.

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.

Student learning support

The programme is taught via the University of the Built Environment's VLE and academic facilitation and support is provided online giving student's access to the University 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 the University administrative teams provide support for assessments and technical issues including ICT. University of the Built Environment'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;
- 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 University of the Built Environment.

Workplace apprenticeship support and apprenticeship support from the University

Students who 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 the University, 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, the University 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 University of the Built Environment staff are accessible during normal UK working hours, during which they also monitor the 24/7 forums asynchronously and provide encouragement, assistance and necessary tutor and student feedback services.

Access to the University of the Built Environment e-Library is on a 24/7 basis and the University has a full-time librarian during normal UK working hours.