

# **Master of Business Administration**

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## Programme Specification 2026– 2027

Version: 4.00

Status: Final

Date: 08/05/2026

# Summary Programme Details

## Final Award

Award: MBA

Title of (final) Programme: Master of Business Administration

Credit points: 180

Level of award: 7

## Intermediate award(s)\*

Intermediate award 1: Postgraduate Diploma Strategic Leadership

Credit points: 120

Level of award: 7

Intermediate award 2: Postgraduate Certificate Strategic Leadership

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 \(opens new window\)](#).

## Validation

**Validating institution:** University of the Built Environment

**Date of last validation:** March 2025

**Date of next periodic review:** 2030

**Date of commencement of first delivery:** September 2014

**Duration:** 2 years

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

**UCAS Code/ HECos Code:** N/A / 100810 (50%) and 100150 (50%)

**Programming Code:** PMBC

**Other coding as required:** CRS

## Professional accreditation / recognition

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

Details of the accreditation/recognition: MBA accredited

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: MBA accredited (subject to conditions)

Date of last programme accreditation/recognition: January 2026

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Date of next periodic review: January 2031

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

Details of the accreditation/recognition: MBA accredited if the electives PMA7PRM Project Management in the Built Environment and QSP7PRO Procurement and Tendering are completed.

Date of last programme accreditation/recognition: August 2025

Date of next periodic review: 2030

Accrediting/recognising body: **Chartered Management Institute (CMI)**

Details of the accreditation/recognition: MBA accredited

Date of last programme accreditation/recognition: Annual audit conducted in March 2024

Date of next periodic review: At the next annual audit (due March 2025)

Accrediting/recognising body: **Hong Kong Institute of Certified Property Managers**

Details of the accreditation/recognition: Meets the academic requirement for admission to full membership including Ordinary Member and Fellow Member.

Date of last programme accreditation/recognition: March 2023

Date of next periodic review: 2028

### QAA Guidance

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

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

[QAA Subject Benchmark Statement: Master's Degree in Business and Management March 2023 \(opens new window\)](#)

### OfS Standards

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

## Programme Overview

### Rationale

University of the Built Environment's Master of Business Administration (MBA) programme is a specialist MBA delivered by supported online learning. The MBA focuses on the core international topics of management, leadership, finance and innovation within the context of the built environment. The built environment sector is core to a sustainable future and requires leaders that understand this critical role, and who have the leadership and management skills to drive this

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forward globally. University of the Built Environment's institution-wide approach to sustainability – GLOBE (Global Leadership in the Built Environment) – encourages us to look at the widest definition of sustainability and the MBA programme aligns with our ambition to create a more sustainable built environment. Sustainability is considered in all University of the Built Environment programmes and modules, and these are aligned to the United Nations Sustainable Development Goals (SDG).

The programme attracts international built environment professionals as well as those from the UK. It aims to develop reflective global business leaders. The MBA is designed for experienced built environment professionals looking to enhance their careers and deepen their knowledge and skills in leadership, innovation, management, entrepreneurship and finance to reach more senior positions. The MBA is designed to enhance employability and provide the knowledge to become senior managers.

Students engage with subject experts in modules covering key subjects that blend core leadership and management topics such as organisational leadership, strategic management of change, innovation and enterprise, knowledge management and finance with technical knowledge in built environment subjects, through the programme elective modules.

University of the Built Environment's Master of Business Administration (MBA) programme, is accredited by the Royal Institution of Chartered Surveyors (RICS) – Management Consultancy pathway, the Chartered Institute of Building (CIOB) and the Chartered Association of Building Engineers (CABE)\*, as well as offering a Level 7 Diploma in Strategic Management and Leadership Practice from the Chartered Management Institute (CMI), subject to an associated CMI audit of their assessments.

\* CABE accreditation is available only when the following electives are chosen: PMA7PRM Project Management in the Built Environment and QSP7PRO Procurement and Tendering

## 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), and to be employed in a relevant role in the built environment for a minimum of 3 years;

Or

- a Bachelor's Degree, or equivalent, plus 5 years' experience in a built environment relevant field;

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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, two of which should be at appropriate senior management level;

Or

- a professional qualification plus 5 years' relevant experience, three of which should be at appropriate senior management level.;

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 Dean (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 \(opens new window\)](#).

### **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](mailto: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).

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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.

### **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 [Admissions and Recognition of Prior Learning Policy \(opens new window\)](#). This policy statement takes precedence in any such decision.

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.

University of the Built Environment does not currently award credit when recognising prior experiential learning from the majority of programmes. The University will be piloting RPEL on the Master of Business Administration programme and full details on how to apply and what additional criteria must be met can be found on the MBA webpage. There will be a dedicated RPEL panel that sits a minimum of twice a year to discuss and review these specific applications.

### **Programme Progression**

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

Successful completion of the MBA 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**

The MBA is designed for experienced built environment professionals looking to enhance their careers and deepen their knowledge and skills in leadership, innovation, management and finance to reach more senior positions. The MBA is designed to enhance employability and provide the skills and knowledge required to become senior leaders and managers.

The programme provides an academic qualification that prepares students to progress onto membership of the CIOB, CMI, RICS and CABE.

Students successfully completing the MBA will also achieve a CMI level 7 qualification (subject to an associated CMI audit of their assessments). This qualification is a Level 7 Diploma in Strategic Management and Leadership Practice. The CMI qualification will provide students with the opportunity to achieve, independently of University of the Built Environment, membership of the leading professional body for managers and the ability to apply for Chartered Manager status.

## **Programme Aims**

### **Programme aims**

The Master of Business Administration (MBA) is designed to educate individuals as managers and leaders. It develops their ability to reflect on their business experience and solve complex business issues within the context of the built environment.

The programme is designed to provide experienced built environment professionals globally, with an opportunity to further develop leadership, management, finance and innovation skills and to progress their career.

### **Market and internationalisation**

This programme is aimed at a UK and broad international audience. The current programme attracts over 50% of the cohort from outside the UK, including Hong Kong, the Middle East and North Africa (MENA), Europe, the Caribbean, and Africa. This is a typical student cohort profile, and the MBA programme is designed to develop global leaders in a wide range of diverse built environment sectors. For example, architecture, commercial surveying, project management, development, procurement, finance, engineering and real estate investment.

To cater for this diversity, University of the Built Environment provides study materials that aim to utilise international case studies to further understanding and, where possible, students are encouraged to reflect on the protocols and guidelines from their home countries and the difference between these and

practice in the UK. Some elective modules have their basis in UK law and regulatory controls.

## Programme Structure

### Module List

Code	Module	Level	Credits	Core/ Elective
MAN7MLP	Leading and Managing People	7	20	Core
MAN7SMC	Strategic Management of Change	7	20	Core
MAN7INE	Innovation and Enterprise	7	20	Core
MAN7KNM	Knowledge Management	7	20	Core
MAN7MFI	Management of Finance	7	20	Core
PRJ7PRA/S	Postgraduate Project	7	40	Core
INT7CON	International Construction	7	20	Elective
INV7REV	Investment Appraisal and Portfolio Management	7	20	Elective
PLN7PLD	Planning and Development	7	20	Elective
PMA7PRM *	Project Management in the Built Environment *	7	20	Elective*
PTY7PRM	Property Management	7	20	Elective
PTY7PRT	Property Transactions	7	20	Elective

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Code	Module	Level	Credits	Core/ Elective
QSP7CAP	Contract Administration and Practice	7	20	Elective
QSP7PRO *	Procurement and Tendering*	7	20	Elective*

### 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.

\* If students wish for their MBA to be accredited by the Chartered Association of Building Engineers (CABE) they must choose PMA7PRM Project Management in the Built Environment and QSP7PRO Procurement and Tendering as their two electives. The MBA is not accredited by CABE if both modules are not completed.

## 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 appreciate the business context within which construction and real estate projects are located whilst operating effectively across teams and demonstrating leadership.	MAN7INE MAN7KNM MAN7MFI MAN7MLP MAN7SMC
A7.2 Critical awareness of current issues in business and management which is informed by research and practice in the built environment.	MAN7INE MAN7KNM MAN7MFI MAN7MLP MAN7SMC PRJ7PRA/ PRJ7PRS
A7.3 Select and evaluate appropriate theories and/or techniques to address current business and management issues.	MAN7INE MAN7KNM MAN7MFI MAN7MLP MAN7SMC

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Learning Outcomes	Relevant modules
A7.4 Synthesise knowledge of innovation, strategic change, management, leadership and financial decision-making in the context of the built environment.	MAN7INE MAN7KNM MAN7MFI MAN7MLP MAN7SMC
A7.5 Critical awareness of technical areas of the built environment sector	INT7CON INV7REV PLN7PLD PMA7PRM PTY7PRM PTY7PRT QSP7CAP QSP7PRO PRJ7PRA/ PRJ7PRS

### **B – Intellectual skills**

Learning Outcomes	Relevant modules
B7.1 Critically evaluate the rigour and validity of established research, enquiry and scholarship, to identify, develop and interpret new approaches to management.	MAN7INE MAN7KNM MAN7MFI MAN7MLP MAN7SMC PRJ7PRA /PRJ7PRS
B7.2 Acquire, synthesise and analyse a range of data and information to solve complex issues involving sound judgement, creative application of management principles and communicating effectively to a range of audiences.	MAN7INE MAN7KNM MAN7MFI MAN7MLP MAN7SMC PRJ7PRA/ PRJ7PRS

### **C – Subject practical skills**

Learning Outcomes	Relevant modules
C7.1 Demonstrate a critical evaluation of the impact of globalisation on businesses, societies and the environment and the ethical implications.	MAN7INE MAN7KNM MAN7MFI

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Learning Outcomes	Relevant modules
	MAN7MLP MAN7SMC
C7.2 Critically evaluate the need for change and the proactive management of change by application of insight, subject-specific knowledge, reflection, and wider intellectual skills.	MAN7INE MAN7KNM MAN7MFI MAN7MLP MAN7SMC
C7.3 Conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies, and for such to inform the overall learning process.	MAN7INE MAN7KNM MAN7MFI MAN7MLP MAN7SMC PRJ7PRA/ PRJ7PRS

### **D - Key / Transferable skills**

Learning Outcomes	Relevant modules
D7.1 Demonstrate professional communication appropriate for relevant stakeholders.	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 that reflect a holistic approach to sustainability and the opportunities and constraints this presents.	MAN7INE MAN7KNM MAN7MFI MAN7MLP MAN7SMC

## Delivery Structure

The MBA programme has been designed with six core modules including the Postgraduate Project, and two elective modules and is designed to be completed within two years (four semesters), although students can take a slower route through the programme, if desired.

Four of the MBA core modules are delivered in the first year of study providing a firm foundation for the leadership, management, strategy and innovation knowledge required. Finance is delivered in the second year along with two electives. The electives have been selected to provide technical knowledge across the built environment and there is a selection from the construction and real estate areas of the built environment in each semester.

Not all electives are available in each semester and students entering in Spring and following a normal path through the programme of two modules per semester will have to select both electives from the Spring elective option pool. The programme leader will be available to give advice on elective choice. With University of the Built Environment's flexible study approach, students can reduce the number of modules studied each semester to one and/or flex between one and two modules at the start of each semester. This will affect their journey through the programme, the choice of available electives and will extend the duration of the programme and their completion date.

The Postgraduate Project module allows the deeper exploration of a current issue in practice or academic theory, through academic research and this starts in the third semester and finishes in the fourth semester.

The delivery structures below are shown for students taking the standard route through the programme of two modules each semester, apart from in third semester where three modules are undertaken – the third being the start of the 40 credit Postgraduate Project module, which is completed in the following semester.

## Autumn (UK) Entry

### Year 1, Semester 1

Module Code	Module Name	Level
MAN7MLP	Leading and Managing People	7
MAN7SMC	Strategic Management of Change	7

### Year 1, Semester 2

Module Code	Module Name	Level
MAN7INE	Innovation and Enterprise	7
MAN7KNM	Knowledge Management	7

### Year 2, Semester 1

Module Code	Module Name	Level
MAN7MFI	Management of Finance	7
	<i>Elective 1 - Autumn options – one of</i>	7
PMA7PRM	Project Management in the Built environment	
QSP7CAP	Contract Administration and Practice	
PLN7PLD	Planning and Development	
PTY7PRT	Property Transactions	
PRJ7PRA/PRJ7PRS	Postgraduate Project (start)	7

### Year 2, Semester 2

Module Code	Module Name	Level
	<i>Elective 2 – Spring options – one of</i>	7
PMA7PRM	Project Management in the Built Environment	
INT7CON	International Construction	
QSP7PRO	Procurement and Tendering	
PTY7PRM	Property Management	
INV7REV	Investment Appraisal and Portfolio Management	
PRJ7PRA/PRJ7PRS	Postgraduate Project (finish)	7

## Spring (UK) Entry

### Year 1, Semester 1

Module Code	Module Name	Level
MAN7INE	Innovation and Enterprise	7
MAN7KNM	Knowledge Management	7

### Year 1, Semester 2

Module Code	Module Name	Level
MAN7MLP	Leading and Managing People	7
MAN7SMC	Strategic Management of Change	7

### Year 2, Semester 1

Module Code	Module Name	Level
	<i>Electives – <b>two</b> electives from Spring options</i>	7
PMA7PRM	Project Management in the Built Environment	
INT7CON	International Construction	
QSP7PRO	Procurement and Tendering	
PTY7PRM	Property Management	
INV7REV	Investment Appraisal and Portfolio Management	
PRJ7PRA/PRJ7PRS	Postgraduate Project (start)	7

### Year 2, Semester 2

Module Code	Module Name	Level
MAN7MFI	Management of Finance	7
PRJ7PRA/PRJ7PRS	Postgraduate Project (finish)	7

## Module Summaries

### Core Modules

#### MAN7MLP Leading and Managing People

This module seeks to develop an understanding of the role that managers at different levels within the organisation have in relation to the leadership and management of the organisation's employees. It explores the distinction between leadership and management and examines how different global organisations may require different management and leadership styles. It also encourages

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participants to interrogate both their own management and leadership styles and those of other managers with a view to ensuring the future sustainability of their organisation.

### **MAN7SMC Strategic Management of Change**

This module provides an integrated approach to corporate strategy and the management of change and innovation in a complex and uncertain business environment in the built environment. Initially, consideration is given for frameworks to manage the long-term strategic direction of organisations within the built environment. Then essential marketing principles and models and the relevance of marketing strategies are explored. The remaining focus is then on enhancing understanding of, and response to organisational change through strategic concepts and associated factors. The determination of appropriate policies and strategies are explored within different cultural contexts to meet stakeholder interests.

### **MAN7MFI Management of Finance**

This module explores how quantitative concepts, methods, and skills can aid managers in the built environment sector in their planning and decision-making process. It assists students in modelling solutions to financial and business planning problems, thereby enhancing their ability to make more effective decisions that align with corporate objectives.

The first part of the module introduces the role and content of financial processes, both internal and external, to enhance understanding of this crucial aspect in decision-making. The second part focuses on how analytical concepts and risk analysis techniques can assist decision-makers and stakeholders in the construction and real estate industry. This section also emphasises the importance of complying with legal and ethical standards such as generally accepted accounting principles (GAAP) and international financial reporting standards (IFRS). This section also aims to address sustainable finance to fund projects with global impact. Sustainable finance for the built environment includes various sources that support green and energy-efficient projects.

### **MAN7INE Innovation and Enterprise**

This module explores a number of innovation and enterprise models and importantly asks students to consider how they can help you and your organisation become more innovative in how they think, create, and implement fresh innovative approaches in the workplace.

The principles of enterprise and innovation are analysed in the context of different forms of organisation across the globe, in various commercial, public-sector and not-for-profit sectors, emphasising the importance and challenges of 'social' and 'sustainability-led' innovation. Marketing supports innovation, and enterprise

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driving business growth and competitive advantage by exploring trends and customer needs in the external environment.

### **MAN7KNM Knowledge Management**

This module is intended to provide a blend of theory and current practice in knowledge management (KM) in a range of built environment organisations. Over the course of the module the importance of knowledge for organisational learning, as well as knowledge creation and organisational unlearning will be appreciated. Socio-cultural issues related to managing and sharing knowledge will be discussed in the second part of the module.

Emerging technologies such as Artificial Intelligence (AI) will be discussed in the context of the aspect of knowledge management. For example, the place and role of AI in knowledge creation and sharing.

A global perspective on knowledge management will be incorporated into selected weekly topics and in summative assessments, these KM principles will be applied to the circumstances and business management issues in students' own organisations, thereby enabling the organisation to fulfil its mission and strategic goals through effective knowledge management practices and processes.

Specific examples of sustainability will be considered, using appropriate elements from the UN sustainable development goals (SDG).

### **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.

## **Elective Modules**

### **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.

### **INV7REV Investment Appraisal and Portfolio Management**

This module focuses on key principles underpinning commercial property investment in international markets. Detailed 'Discounted Cashflow' appraisal models using Microsoft Excel are applied to 'real world' scenarios to determine the viability (NPV/IRR) of both multi-tenanted commercial property investments and mixed portfolios. In the context of business planning, the module also focuses on key considerations of commercial property portfolio management, including the styles of portfolio management (i.e., core, core plus, value-added, opportunistic) and portfolio restructuring techniques used to protect and improve the risk/return profile of the property portfolio. Sustainability is key theme at property and portfolio levels in this module.

### **PLN7PLD Planning and Development**

This module provides an introduction to planning law and the planning process relevant to property development. The property development process, site selection and financial appraisal of development sites and their funding are considered. The module blends the basic knowledge of planning law with the implementation of a real estate development project.

### **PMA7PRM Project Management in the Built environment**

This module explores the strategic and organisational challenges of project management within the international 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.

### **PTY7PRT Property Transactions**

This module introduces students to the practice of estate agency, focusing on the commercial property market in the UK. It deals with the relationship between a client and agent during the contract for property agency and looks at the logic of location theory for commercial uses for leasing and sale. Students are introduced to the analysis of company accounts (profit and loss statements, cash flow statements and balance sheets) in order to establish the covenant strength of a prospective tenant in the letting process. The module also seeks to explain, firstly, how the sale (price and/or rent) is determined, and, secondly, to introduce students to the dynamics of various property markets as key functions of business planning. In selected module topics international students draw comparison between arrangements in the UK and their own jurisdictions.

### **PTY7PRM Property Management**

The module develops the principles of law and practice appropriate to the effective and efficient management of commercial property both in the UK and

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globally. The focus is principally on the landlord and tenant relationship within legal and regulatory frameworks, but also encompasses property held for owner occupation. In business planning terms, this module also examines key issues, such as the strategic use of property, property performance evaluation, positive tenant management and life cycle planning, and evaluates how these issues inform the development of strategic advice. Accounting principles are addressed in the context of service charge management.

### **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.

### **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.

# 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.

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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 built environment professionals, 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**

Students are encouraged to share knowledge and ideas in relation to simulated commercial and contractual situations. A range of online activities require students to analyse given information and make reasoned decisions.

## **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 through 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.

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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 3 assessments.

## **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 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.

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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.

### **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'.

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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.