

PROGRAMME SPECIFICATION

for the award of

Msc Project Management in the Built Environment

Managed by the Faculty of Technology, Design and Environment

delivered by School of the Built Environment

Date approved:	Date approval confirmed, on recommendation of University validation panel or other authorised body.
Applies to students commencing study in:	September 2018

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**
July 2016	Transferred to new template, update graduate attribute from global to active citizenship	CMA Compliance, Update to graduate attribute

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University, Headington Campus
Language of study:	English
Final award:	MSc
Programme title:	Project Management in the Built Environment
Interim exit awards and award titles available:	Postgraduate Certificate in Construction Studies Postgraduate Certificate in Project Management in the Built Environment Postgraduate Diploma in Project management in the Built Environment. These are exit awards only.
Brookes course code:	AR63
UCAS code:	P034317
JACS code:	N213
HECoS code:	100150
Mode of delivery:	Full-time (face to face/on-campus) Distance learning (part-time)
Mode/s and duration of study:	Full-time (1 year) or Distance Learning (2 years)
QAA subject benchmark statement/s which apply to the programme:	There are no relevant postgraduate subject benchmark statements, but the following have been used as a reference point: Masters' Degree in Business and Management 2007 http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/BusinessManagementMasters.pdf
Professional accreditation attached to the programme:	Royal Institution of Chartered Surveyors http://www.rics.org/ Chartered Institute of Building http://www.ciob.org.uk/
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

SECTION 2: WHY STUDY THIS PROGRAMME?

To meet the challenging demands of the modern learner and the rapidly evolving needs of the built environment sector, the MSc in Project Management in the Built Environment (PMBE), through its intelligent use of the Virtual Learning Environment (VLE), is designed to deliver a flexible and innovative programme of study. The MSc is available as a one year full time programme and in open learning mode normally taken over two years (extendable up to 5 years). The course consists of four core modules plus research methods and a final dissertation. As each of these core modules is entirely self-contained students may enter the program in either September or January.

Each of the core modules is designed around 6 'learning packages' delivered through a Problem-Based Learning (PBL) approach. The PBL approach enables students to develop a whole range of management skills and knowledge. It is achieved through guided working on real-life or reality based problems as experienced within the built environment sector and its associated industries, consultants and clients. Moreover, using the PBL approach, students are also exposed to behavioural aspects of managing projects, which most project managers only experience when their careers are well-advanced. Not only is PBL an extremely effective way of teaching, it is also more interesting and engaging than the traditional 'study and examination' approach to learning.

This is what a recent graduate has said about their PBL experience:

"The Problem-Based-Learning approach used in this course provides more than just teaching. I feel I engaged with the topics that we cover more than I would have done if a traditional teaching approach was used. You are challenged by PBL and this enables you to bring work and learning together, and in doing so leads to sustainable learning that I can build on continuously."

A further innovative (aspect) of the programme is the inclusion of four intensive study periods wherein full time and open learning students come together on campus to attend lectures, seminars and workshops and to share experiences. This allows both cohorts to network and build lasting synergies to serve them throughout their careers

Through collaboration with governing bodies, advisors from industry, and use of specialist guest lecturers, the academic content of the course is continuously reviewed to maintain its relevance to industry. Moreover, through delivering the core modules as a series of learning packages, the course also positions itself to meet current continual professional development (CPD) needs of professional institutions such as the Chartered Institute of Building (CIOB) and The Royal Institution of Chartered Surveyors (RICS),

Thus through its real-world focus and flexible approach to course delivery, PMBE MSc is ideal for anyone with ambitions to oversee the entire life cycle of any construction related project.

The programme is designed to meet the needs of non-cognate students. Through an intense programme of study of subject-specific knowledge, the course provides the non-cognate student with the knowledge and professional skills that have been identified by both RICS and CIOB as essential for the project manager. Thus on completion of the MSc, the student will be fully equipped to fulfil the role of a Project Manager working in the built environment sector.

Please refer to the following link to view the staff profiles within the School of the Built Environment:

<http://rec.brookes.ac.uk/staff/index.html>

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

3.1 ACADEMIC LITERACY

Updated May 2016

- A1 Demonstrate in depth subject-specific knowledge in the main disciplines of project planning, design management, negotiation, law, sustainable technologies, financial control, risk and opportunity management, procurement, communication and virtual collaboration technologies, and strategic management of people and projects.
- A2 Analyse the frameworks within which project management decisions are made under a range of different social, economic and political systems within UK and international contexts.

3.2 RESEARCH LITERACY

- R1 Identify and critically appraise appropriate methods and techniques for analysing and solving project problems
- R2 Develop and evaluate proposals and strategies at a near professional level
- R3 Define, seek out and synthesise data to support decision-making
- R4 Design and undertake a major piece of independent research relating to project management in the built environment
- R5 Undertake critical analysis of research and other literature relating to a research question.
- R6 In relation to a major research project, communicate the purpose, context, research undertaken, results and applicability of the research

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

- C1 Provide leadership in a professional and international context
- C2 Develop personal responsibility and professional effectiveness in complex situations
- C3 Deliver professional standards of both written and oral presentation skills, both individually and as part of a team

3.4 DIGITAL AND INFORMATION LITERACY

- D1 Apply information and management theory to project management issues in a real or realistic context.
- D2 Utilise a range of information systems and critically appraise their value to an organisation's activities and assets.
- D3 Develop communication and technical skills using presentational and word-processing software to a professional practice standard.

3.5 ACTIVE CITIZENSHIP

- G1 Flexibly and creatively apply understanding of the complex and dynamic forces at work within the development of the built environment within the UK and international contexts.
- G2 Combine knowledge from different industry and business disciplines in order to solve multi-faceted problems of an international nature.

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
P33504	<i>People Leadership and Organisation</i>	30	7	<i>Compulsory</i>	100% coursework
P33505	<i>Project Planning, Control and Risk</i>	30	7	<i>Compulsory</i>	100% coursework
P33506	<i>Construction Law and Procurement</i>	30	7	<i>Compulsory</i>	100% coursework
P33507	<i>Managing Technology for Sustainable Environments</i>	30	7	<i>Compulsory</i>	100% coursework
P33523	<i>Applied Research Methods</i>	10	7	<i>Compulsory</i>	100% coursework
P33599	<i>Project (or Integrated Studies/Project)</i>	50	7	<i>Compulsory</i>	100% coursework

All modules are compulsory. Students may enter the course at either the start of Semester 1 or 2. P33599 is normally taken in semester 3 for students starting in Semester 1. For students starting the course in semester 2, P33599 will normally be taken in semester 2 of the following year.

P33504 People Leadership and Organisation
P33505 Project Planning, Control and Risk
P33507 Managing Technology for Sustainable Environments

4.2 PROGRESSION AND AWARD REQUIREMENTS

The Postgraduate Certificates and the Postgraduate Diploma are exit awards only, and do not carry professional accreditation status. The credit requirements for exit awards are as follows:

- *Post Graduate Certificate in Construction Studies*: A total of 60 M level credits comprising any two core modules
- *Post Graduate Certificate in Project Management in the Built Environment*: A total of 60 M level credits including the core modules, “People Leadership and Organisation” and “Project Planning Control and Risk”.
- *Postgraduate Diploma in Project Management in the Built Environment*: A total of 120 M level credits (all four core modules)

4.3 PROFESSIONAL REQUIREMENTS

The MSc programme is accredited by two professional bodies.

The Royal Institution of Chartered Surveyors (RICS)
Assessment of Professional Competence (APC) – the RICS competences are mapped against programme modules in the Programme Handbook.

The Chartered Institute of Building (CIOB)
CIOB Education Framework – the CIOB learning outcomes are mapped against programme modules in the Programme Handbook.

All modules are compulsory and are required to be passed to achieve professional accreditation with the RICS and the CIOB.

SECTION 5: TEACHING AND ASSESSMENT

Information about the learning experience is provided in the course entry. Include information here about:

Updated May 2016

- typical contact/independent study mix across the programme – how student time is divided between different teaching and learning methods;
- how the assessment strategy is informed by the Brookes Assessment Compact, and how it has been designed to enable students to achieve the programme learning outcomes;
- an indication of the typical mix of coursework/examinations students will experience across the programme.

The programme's teaching, learning and assessment methods are shaped by the use of PBL. PBL is a well-recognised approach to learning in which students tackle problems wherein the problems precede the learning. This method has been shown to develop life-long learning skills, transferable skills and subject knowledge which students can readily apply in practice.

The programme is also designed to facilitate student learning through developing five core Postgraduate Attributes:

Academic literacy is developed by encouraging a critical approach to the subject matter and achieved through the study of project planning, technology management and project assessment. In addition, the programme also has substantial professional and practical elements which enable students to begin to think and behave as a member of a professional community.

Research literacy is formally introduced within a specific module in the first semester for full time students and at the start of their second year for the open learners. However, through the use of PBL approach to learning wherein research skills are applied to solve problems, research literacy is continually developed throughout all the course's modules. This culminates with the dissertation at the end of the programme where students design and execute their own research project.

Critical self-awareness and personal literacy is taught through a range of game-play exercises on conflict theory and resolution which explore management and human behaviours. An important element of the programme is the use of self-reflection in learning. Here the use of the PBL teaching methods, and the emphasis on self or group directed learning, requires students to develop a reflective approach to their learning. Reflection helps develop self-knowledge and skills as self-directed learners. To further help facilitate a critical self-awareness in learning, use of online journals is made which encourage reflective practice.

Digital information literacy is primarily addressed through the delivery mode of the course being heavily reliant on the use of the VLE mechanism for both full time and open learners. The VLE is a powerful pedagogical tool and is the central tenant of the course delivery structure. The VLE is used to support students in a several ways. It is used to host discussion groups which can be supported and monitored by Module Leaders. It is also used to provide additional teaching and learning material and interactive 'quizzes' or tests which provide regular assessment, rapid feedback and motivation to students. The VLE is also used to provide forms of feedback on work, such as audio feedback and grading forms. The online journal facility is used in modules where students are asked to present drafts of their work prior to submission; the Applied Research and the Dissertation modules make extensive use of this journal facility. In addition to the way course delivery is structured, digital information literacy is also developed in a subject specific context through teaching the collaborative information technologies such as Building Information Modelling

Recent developments in social media also engender strong digital literacy. One aspect of the course of is the integration between the full time and open learning students. Teaching, learning and assessment is delivered simultaneously to both cohorts, and as students are encouraged to engage with social media to work collaboratively both on and off campus.

Active citizenship is developed both formally through course content, and informally through the unique opportunity of the juxtaposition of the full time and open learning modes of delivery. Several of the modules use multi-faceted international problems for their PBL. Here students are encouraged to collaboratively work with each other through the VLE and social media. As many of our open learning students are based abroad, this affords students the opportunity to experience first-hand the differing cultural approaches to problem solving.

The assessment strategy aims for rigour, variety and support of learning. There are no examinations, only coursework to help promote a deep learning approach. Much of the coursework is formative, such as regular online 'quizzes' for students to make sure they have acquired the necessary knowledge and group reports of learning and recommendations related to PBL. However, in some modules a largely summative approach is adopted, in the form of an extensive paper or report, although a formative element is normally included as well. Peer-reviews are also used to promote learning from each other and reflective learning.

By having a coursework-only approach, the programme recognises that students and teaching staff have a joint responsibility for assessment and need to engage in a dialogue about all assessment practice, including feedback. This is central to the University's Assessment Compact.

For the full time students formal contact will normally constitute 8 hrs per week during semester. This will consist of lectures, workshops seminars and tutorials according to the learning needs of respective modules. Formal contact for open learning students takes place within the four study periods wherein they share much of their learning with the full time students. The first of these study periods includes a series of workshops and other activities which develop problem-solving skills and gets full and open learning students to know each other and begin to form cohesive and supportive groups. The workshops cover group formation and appropriate behaviour skills in groups. The course also includes a range of field-trips which are valuable for both broadening student experiences and learning, but also for developing social bonding amongst members.

The open learning students are expected to have at least six months experience in the industry prior to starting the course. They are also expected to remain in employment during their study and to have gained a total of one year experience before they graduate. Open learning students are encouraged to integrate their learning with their work-place environment and in the virtual classroom to enhance their knowledge and skills as professionals. Indeed most of our students comment on this opportunity as a unique feature of our programme. In addition, through collaboration between the open learning students and the full time students, the knowledge and skills that the open learners can bring to the course as professionals can be disseminated to the full time students.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

Prior qualifications necessary for entry to the programme, including English language requirements.

Applicants will normally be expected to have:

A first class or upper second class honours degree (or equivalent) or Prior (Experiential) Learning (AP(E)L) Evidence subject to accreditation in accordance with the University Procedures. Please see university's credit transfer requirements: <http://www.brookes.ac.uk/studying-at-brookes/how-to-apply/credit-transfer/>

If English is not your first language, you will require a minimum of IELTS 6.5 or other appropriate evidence of English language skills, both oral and written, that meets the University and Programme requirements (see: <http://www.brookes.ac.uk/international/applying-to-arriving/how-to-apply/english-language-requirements/>)

Applicants who do not possess an honours degree or equivalent may be considered subject to a proven record of industrial experience and a formal interview.

Normally applicants for open-learning study should have at least six months' work experience in the built environment sector and are required to be in full-time employment.

SECTION 7: PREPARATION FOR EMPLOYMENT

Project Management in the Built Environment students are supported throughout their studies by a team of administrative and academic staff. Support, help and advice includes the following:

An extensive pre-course reading and learning pack, which is sent out to students prior to the induction week at the beginning of their studies. It contains an introduction to the programme and the modules and encourages them to access the virtual learning environment. At the beginning of their studies, students take part in a full induction programme to help them settle into academic life. This is especially important for those students who have been away from studying for some time.

The induction, which will take place during Week 0 for full time students, includes introduction to key support staff such as; Student Support Coordinators, who are able to act as a 'gateway' for advice to students if they have issues; the Academic Advisor/Subject Coordinator for the programme, who can support students regarding choices about their programme; and, the Programme Administrator, who is the day-to-day contact for most students. The induction week also includes an overview of the wide range of resources available to students at the University library. Students are also directed to the university's central support services. There are dedicated support services both for specific groups of students such as Oxford Brookes International and the Disability Advisory Service and for all students via services such as Upgrade - our study skills development/support service. There is also financial and accommodation advice, counselling services and careers support and advice.

Distance learners will receive induction material via the Virtual Learning Environment (Moodle) and the programme Wiki, prior to the start of the course. An additional induction session will be provided for the open learners during their first intensive study week.

Students also receive a detailed Programme Handbook and individual Module Handbooks.

Meeting industry's requests for MSc courses to involve more practical and interdisciplinary skills, this programme is designed to provide graduates with the attributes employers seek. As such, the programme is accredited by both RICS and CIOB thus providing graduates with access to the widest range of professions the built environment offers. Graduates can, for example, go on to employment with one of the major project management consultancy firms, which allows them to complete their Assessment of Professional Competence (APC) within about two years and achieved their RICS chartered status.

Our graduate employability profile includes local and national government, SME and large multinational companies. Our graduates are employed throughout the globe including India, Pakistan, South Africa, Canada, Australia, Peru, Middle East and China.

The programme has strong links with the construction industry, both with locally and nationally. The teaching team provides a strong professional emphasis to the module subjects underpinned by a rigorous academic approach. They are supported by external industry speakers, such as Sir Richard Ogden, Chairman of Build-off-Site; field trips organised with major firms and management support from industry employers.

The Department of Real Estate and Construction has a strong relationship with the University's Careers Centre. Together they organise a major built environment Careers Fair each autumn, where students can approach a wide range of construction, real estate and other related companies for work experience and specific careers advice. Students are encouraged to use the facilities offered by the Careers Centre, including CV workshops, and practice interviews and assessment-centre activities.

The students undertaking the open learning mode of study are employed and many are sponsored by their companies. By combining the full time and open learning modes of study during the intensive study weeks, our full time students are afforded the opportunity to develop global networks of contacts within industry. In addition, current students and alumni can interact through the active Linked In Alumni/Student Group.

Being accredited with both the RICS and CIOB and with strong links to other organisations such as Constructing Excellence, Association for Project Management and the Project Management Institute, students have the opportunity to attend the many continual professional development events, lectures,

seminars and workshops these organisations host. These events provide excellent opportunities for our students both to gain professional knowledge and to network with potential employers.