

**SCHOOL OF ARCHITECTURE, DESIGN & CONSTRUCTION**

**MSc PORTFOLIO  
(Property & Construction)**

**STUDENT HANDBOOK**

**2011-2012**

**SEPTEMBER STARTERS**



**UNIVERSITY  
of  
GREENWICH**

## **PREFACE**

Welcome to the School of Architecture, Design & Construction.

This *Programme Handbook* contains important information relating to your specific Programme of Studies. It is complemented by the *General Information Student Handbook* (blue cover) , which gives essential information useful to all students in the School on accessing online information, assessment, pastoral care and assistance, University regulations, etc...

Please make sure you get both handbooks.

With our best wishes for a successful programme of studies.

***Disclaimer:***

*The University of Greenwich reserves the right to discontinue any class or programme, to alter any programme or to amend any other information without notice.*

*It is the intention of the School of Architecture, Design & Construction to keep under review the content, teaching methods and assessment of the programmes and in consequence there may be changes which have overtaken the production of this Handbook, or which may occur during the year. Changes will be advised by the Programme Leaders.*

*You are reminded that all work produced during your programme of study may be retained by the School for reference, exhibition or quality assurance purposes.*

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## 1. PROGRAMME DETAILS: MSc PORTFOLIO (CONSTRUCTION & PROPERTY)

<b>Award</b>	<b>Title</b>	<b>Approved Mode of Study</b>	<b>Programme Banner Code</b>
MSc	<b>Building Engineering</b>	<b>FT/PT</b>	<b>P11105</b>
MSc	<b>Built Environment Studies</b>	<b>FT/PT</b>	<b>P12175</b>
MSc	<b>Building Rehabilitation</b>	<b>FT/PT</b>	<b>P11114</b>
MSc	<b>Construction Management &amp; Economics</b>	<b>FT/PT</b>	<b>P11113</b>
MSc	<b>Facilities Management</b>	<b>FT/PT</b>	<b>P11110</b>
MSc	<b>Housing Management &amp; Policy</b>	<b>FT/PT</b>	<b>P11112</b>
MSc	<b>Project Management International</b>	<b>FT/PT</b>	<b>P12626</b>
MSc	<b>Real Estate Development &amp; Investment</b>	<b>FT/PT</b>	<b>P11106</b>
MSc	<b>Property or Construction by Research</b>	<b>FT/PT</b>	<b>P12107</b>

## 2. PROFESSIONAL ACCREDITATION

For accreditation details see the programme structure and specifications. The majority of the postgraduate programmes have been accredited by the Royal Institution of Chartered Surveyors. The MSc Housing Management and Policy programme is accredited by the Chartered Institute of Housing. Additional accreditation from other professional bodies is currently under consideration.

### **3. PROGRAMME TEAM**

Within the portfolio each separate programme has an identified programme leader, who deals with queries relating specifically to each title/award as below. In addition to this there is an academic Programme Portfolio Manager responsible for the organisation of the Portfolio as a whole. Other members of the team are the course coordinators. Their names are against each course in Appendix A of this handbook.

## 4. Programme Structures & Programme Specification

### 4.1 UNIVERSITY OF GREENWICH: PROGRAMME SPECIFICATION – P11105

<b>Awarding Institution:</b> University of Greenwich	<b>Teaching Institution:</b> University of Greenwich	<b>Accredited by:</b> N/A	<b>Award:</b> Master of Science (MSc)	<b>Programme Title/Department</b> MSc Building Engineering  Property and Construction Management Department	<b>UCAS Code:</b> N/A	<b>QAA Benchmarking Gp(s):</b> Building & Surveying
<b>Educational Aims of the Programme:</b>						
The aim of this Programme is to educate graduates and other built environment professions in Building Engineering that relate to the chosen specialisms of the individual within a building engineering context.						
<b>A Knowledge and understanding of:</b> This Programme offers the student a wide choice of options and the specific knowledge and understanding is very much dependent on that choice. However, with this in mind, the student should have knowledge and understanding of: <ul style="list-style-type: none"> <li>• the effects of social, cultural and technical change, at varying levels of scale and complexity on the environmental context in which rehabilitation projects take place</li> <li>• the historical and current use of building materials</li> <li>• the structural stability of a building, and its ability to accommodate structural alterations</li> <li>• the likely areas of defects in different building types and construction periods</li> <li>• a range of alternative appropriate repair methods</li> <li>• the need to accommodate the different performance characteristics of old and new materials</li> <li>• how to plan space for new uses within the restriction of an existing shell</li> <li>• the need to evaluate the advantages and disadvantages of a proposed development that successfully integrates the economic, managerial, philosophic and technical aspects of rehabilitation studies in all courses of the course.</li> </ul>				<b>A Teaching and learning:</b> <ul style="list-style-type: none"> <li>• Formal lectures</li> <li>• Seminar case studies</li> <li>• Projects</li> <li>• Directed reading.</li> </ul> <b>A Assessment Methods:</b>  Individual and Group written coursework submissions, including seminar presentations, crits and formal examinations.		

<p><b>B Intellectual Skills</b></p> <ul style="list-style-type: none"> <li>• the ability to reflect on the significance and inter-relationships of knowledge derived from the experience of the individual (on the basis of experience and institutionally focused and similar investigations) and knowledge derived through scholarship</li> <li>• the ability to formulate, on the basis of such reflection, original ideas and/or innovative proposals</li> <li>• the ability to initiate change on the basis of such informed ideas and proposals. Such actions could relate to personal professional practice or a wider context</li> <li>• the ability to do the above with a reasonable level of autonomy. This need not imply a lack of tutorial support but relates to the individual's ability to initiate, plan and organise their professional development</li> <li>• the ability to identify and solve problems</li> </ul>	<p><b>B Teaching and learning:</b> Will be a combination of Lecture, Studio and Seminars.</p> <ul style="list-style-type: none"> <li>• Lectures are formal teaching sessions and are considered to be an effective way of establishing the framework for student centred learning</li> <li>• Studio comprises a variety of project orientated work and seminar presentations.</li> <li>• Seminars – provide an opportunity to develop an insight into a particular area of expertise and allow discussion, this is a particular feature of the Research Methods course.</li> </ul> <p><b>B Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Projects – encompass case study &amp; simulations. Carried out by individuals of small groups, and are designed to encourage critical investigation, analysis &amp; synthesis in tackling professional practice problems.</li> <li>• Presentations – develop, support and integrate the subject studies.</li> <li>• Dissertation – affords a student an opportunity to select a theme of relevance and to undertake an in-depth investigation into the subject.</li> </ul>
<p><b>C Transferable/key skills:</b></p> <ul style="list-style-type: none"> <li>• the ability to identify and solve problems</li> <li>• the ability to integrate knowledge</li> <li>• the ability to work as part of a team</li> <li>• the ability to communicate on a number of levels</li> <li>• the ability to undertake research</li> <li>• Management skills</li> <li>• Interpersonal skills</li> </ul>	<p><b>C Teaching and learning</b> Through participation in Seminar and group work, and the successful completion of assignments.</p> <p><b>C Assessment Methods:</b> Both formative and summative assessment takes place throughout the Programme, and forms part of each task.</p>

**FULL TIME – APPLICABLE TO SEPTEMBER STARTERS ONLY**

Year 1			Year 2*
September - December	December - April	April – end of academic year	Term Three
Principles of Management BUSI 1442 20 Credits	Project Management BUIL 1057 20 Credits	Dissertation BUIL 1056 40 Credits	Submit dissertation by the end of August)*
Building Rehabilitation BUIL 1049 20 Credits	Risk Management BUSI 1160 20 Credits	Revision classes for any courses that have formal examinations	
Managing Within a Sustainable Environment BUIL 1059 20 Credits	Option 20 Credits	Presentations for any courses that require these as part of the assessment process	
Critical Thinking BUIL 1052 10 Credits	Dissertation (start) BUIL 1056 40 Credits		
Research Methods RESE 1008 10 Credits			

\* Students must re-register for year 2 in order to submit their dissertation. If you do not register as a student at this time you will not be able to graduate from the programme. Registration can be completed by the use of the On Line Registration system. There is no additional fee to be paid when you register for the dissertation.

**PART TIME - APPLICABLE TO SEPTEMBER STARTERS ONLY**

Year 1			Year 2			Year 3
September - December	January - March	April – July	September - December	January - March	March – End of academic year	End of August
Principles of Management BUSI 1442 20 Credits	Project Management BUIL 1057 20 Credits	Revision classes for any courses that have formal examinations	Building Rehabilitation BUIL 1049 20 Credits	Risk Management BUSI 1160 20 Credits		Submit dissertation by the end of August)*
Critical Thinking BUIL 1052 10 Credits	Option 20 Credits	Presentations as above for full time students	Dissertation BUIL 1056 40 Credits			
Research Methods RESE 1008 10 Credits						
Managing Within a Sustainable Environment BUIL 1059 20 Credits						

\* Students must re-register for year 3 in order to submit their dissertation. If you do not register as a student at this time you will not be able to graduate from the programme. Registration can be completed by the use of the On Line Registration system. There is no additional fee to be paid when you register for the dissertation.

#### 4.2 UNIVERSITY OF GREENWICH: PROGRAMME SPECIFICATION – P12175

<b>Awarding Institution:</b> University of Greenwich	<b>Teaching Institution:</b> University of Greenwich	<b>Accredited by:</b> N/A	<b>Final Award:</b> Master of Science (MSc)	<b>Programme Title/Department</b> MSc Built Environment Studies  Property and Construction Management Department	<b>UCAS Code:</b> N/A	<b>QAA Benchmarking Gp(s):</b> Building & Surveying
<b>Educational Aims of the Programme:</b>						
<p>The MSc Built Environment Studies allows students to plan a unique Programme of study which satisfies their particular background and interests. The Programme of study is prepared under guidance from an academic tutor who, with the student, is responsible for preparing a contract of learning. The contract of learning will explicitly outline the aims, objectives and learning outcomes of the proposed Programme of study along with details of the courses by which the aims, objectives and learning outcomes are achieved.</p> <p>The aims and objectives of the programme are:</p> <ul style="list-style-type: none"> <li>• To develop students’ knowledge on a broad base within the context of the built environment.</li> <li>• To develop students’ management skills, techniques and abilities with regard to management in the built environment.</li> <li>• To develop students’ abilities to generate management solutions to problems in the built environment.</li> </ul>						
<b>Student Skills Development within the Programme</b>						
<p>This programme develops the students’ awareness, analytical, understanding and critical appreciation.</p> <p>The programme also develops the skills to enable students to work and study independently and to participate in group activities.</p> <p>The programme encourages professional, research and decision making skills.</p> <p>Overall the aim is to encourage students to attain skills to enable them to be mature autonomous professionals capable of making appropriate decisions in a complex rapidly changing cultural, political, social and economic environment.</p>						

<p><b>A Knowledge and understanding of:</b></p> <p>By its nature this Programme offers a free choice to the individual student, therefore the knowledge and understanding gained will be depend on the Option Courses selected.</p>	<p><b>A Teaching and learning:</b></p> <ul style="list-style-type: none"> <li>• Formal lectures</li> <li>• Seminar case studies</li> <li>• Projects</li> <li>• Directed reading.</li> </ul> <p><b>A Assessment Methods:</b></p> <p>Individual and Group written coursework submissions, including seminar presentations, crits and formal examinations.</p>
<p><b>B Intellectual skills:</b></p> <ul style="list-style-type: none"> <li>• The ability to reflect on the significance and inter-relationships of knowledge derived from the experience of the individual (on the basis of experience and institutionally focused and similar investigations) and knowledge derived through scholarship</li> <li>• The ability to formulate, on the basis of such reflection, original ideas and/or innovative proposals</li> <li>• The ability to initiate change on the basis of such informed ideas and proposals. Such actions could relate to personal professional practice or a wider context.</li> <li>• The ability to do the above with a reasonable level of autonomy. This need not imply a lack of Tutorial support but relates to the individual’s ability to initiate, plan and organise their professional development.</li> <li>• The ability to identify and solve problems</li> </ul>	<p><b>B Teaching and learning:</b></p> <p>Will be a combination of Lecture, Studio and Seminars.</p> <ul style="list-style-type: none"> <li>• Lectures are formal teaching sessions and are considered to be an effective way of establishing the framework for student centred learning</li> <li>• Studio comprises a variety of project orientated work and seminar presentations.</li> <li>• Seminars – provide an opportunity to develop an insight into a particular area of expertise and a allow discussion, this is a particular feature of the Research Methods course.</li> </ul> <p><b>B Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Projects – encompass case study and simulations. They may be carried out by individuals or small groups, and are designed to encourage critical investigation, analysis and synthesis in tackling professional practice problems.</li> <li>• Presentations – develop, support and integrate the subject studies.</li> <li>• Dissertation – affords a student an opportunity to select a theme of relevance and to undertake an in-depth investigation into the subject.</li> </ul>

**C Transferable/ key skills:**

- The ability to identify and solve problems
- The ability to integrate knowledge
- The ability to work as part of a team
- The ability to communicate on a number of levels
- The ability to undertake research
- Management skills
- Interpersonal Skills

**C Teaching and learning**

Through participation in Seminar and group work, and the successful completion of assignments.

**C Assessment Methods:**

Both formative and summative assessment takes place throughout the Programme, and forms part of each task.

**FULL TIME - APPLICABLE TO SEPTEMBER STARTERS ONLY**

<b>Year 1</b>			<b>Year 2*</b>
<b>September - December</b>	<b>December - April</b>	<b>April – End of academic year</b>	<b>August – End of August</b>
Principles of Management BUSI 1442 20 Credits	Option 20 Credits	Dissertation BUIL 1056 40 Credits	Submit dissertation by the end of August*
Critical Thinking BUIL 1052 10 Credits	Option 20 Credits	Revision classes for any courses that have formal examinations	
Research Methods RESE 1008 10 Credits	Option 20 Credits	Presentations for any courses that require these as part of the assessment process	
Option 20 Credits	Dissertation BUIL 1056 40 Credits		
Option 20 Credits			

\* Students must re-register for year 2 in order to submit their dissertation. If you do not register as a student at this time you will not be able to graduate from the programme. Registration can be completed by the use of the On Line Registration system. There is no additional fee to be paid when you register for the dissertation.

**PART TIME - APPLICABLE TO SEPTEMBER STARTERS ONLY**

<b>Year 1</b>			<b>Year 2</b>			<b>Year 3*</b>
<b>September - December</b>	<b>January - March</b>	<b>April – July</b>	<b>September - December</b>	<b>January - March</b>	<b>March - August</b>	<b>End of August*</b>
Principles of Management BUSI 1442 20 Credits	Option 20 Credits	Revision classes for any courses that have formal examinations	Research Methods RESE 1008 10 Credits	Option 20 Credits		Submit dissertation by the end of August*
Critical Thinking BUIL 1052 10 Credits	Option 20 Credits	Presentations as above for full time students	Option 20 Credits	Option 20 Credits		
			Option 20 Credits	Dissertation BUIL 1056 40 Credits		

\* Students must re-register for year 3 in order to submit their dissertation. If you do not register as a student at this time you will not be able to graduate from the programme. Registration can be completed by the use of the On Line Registration system. There is no additional fee to be paid when you register for the dissertation.

### 4.3 UNIVERSITY OF GREENWICH: PROGRAMME SPECIFICATION – P11114

<b>Awarding Institution:</b> University of Greenwich	<b>Teaching Institution:</b> University of Greenwich	<b>Accredited by:</b> Royal Institution of Chartered Surveyors (RICS)	<b>Award:</b> Master of Science (MSc)	<b>Programme Title/Department</b> MSc Building Rehabilitation  Property and Construction Management Department	<b>UCAS Code:</b> N/A	<b>QAA Benchmarking Gp(s):</b> Building & Surveying
<b>Educational Aims of the Programme:</b>						
<p>Accredited by the RICS. Rehabilitation is seen as the process of returning components of the built environment to a state of utility through repair or alteration which makes possible efficient contemporary use while preserving, where appropriate, the features which are significant to their historical, cultural and architectural values. This Programme takes a dynamic view of rehabilitation focusing not just on preservation but on re-generation, the bringing back into social and profitable use of redundant and obsolete buildings, areas and communities. The objectives are thus to not only preserve architecture, but also to revitalise local economies and strengthen local communities.</p> <p style="text-align: center;"><b>Student Skills Development within the Programme</b></p> <p>This programme develops the students' awareness, analytical, understanding and critical appreciation. The programme also develops the skills to enable students to work and study independently and to participate in group activities. The programme encourages professional, research and decision making skills. Overall the aim is to encourage students to attain skills to enable them to be mature autonomous professionals capable of making appropriate decisions in a complex rapidly changing cultural, political, social and economic environment.</p>						

**A Knowledge and understanding of:**

On successful completion of the Programme the student should have knowledge and understanding of:

- The issues pertinent to Building Rehabilitation
- The complex relationships between buildings and sustainable environments and communities
- the effects of social, cultural and technical change, at varying levels of scale and complexity on the environmental context in which rehabilitation projects take place
- the historical and current use of building materials
- the structural stability of a building, and its ability to accommodate structural alterations
- the likely areas of defects in different building types and construction periods
- a range of alternative appropriate repair methods
- the need to accommodate the different performance characteristics of old and new materials
- how to plan space for new uses within the restriction of an existing shell
- the need to evaluate the advantages and disadvantages of a proposed development that successfully integrates the economic, managerial, philosophic and technical aspects of rehabilitation studies in all courses of the course.

**A Teaching and learning:**

- Formal lectures
- Seminar case studies
- Projects
- Directed reading.

**A Assessment Methods:**

Individual and Group written coursework submissions, including seminar presentations, crits and formal examinations.

<p><b>B Intellectual skills:</b></p> <ul style="list-style-type: none"> <li>• The ability to reflect on the significance and inter-relationships of knowledge derived from the experience of the individual (on the basis of experience and institutionally focused and similar investigations) and knowledge derived through scholarship</li> <li>• The ability to formulate, on the basis of such reflection, original ideas and/or innovative proposals</li> <li>• The ability to initiate change on the basis of such informed ideas and proposals. Such actions could relate to personal professional practice or a wider context.</li> <li>• The ability to do the above with a reasonable level of autonomy. This need not imply a lack of Tutorial support but relates to the individual’s ability to initiate, plan and organise their professional development.</li> <li>• The ability to identify and solve problems</li> </ul>	<p><b>B Teaching and learning:</b> Will be a combination of Lecture, Studio and Seminars.</p> <ul style="list-style-type: none"> <li>• Lectures are formal teaching sessions and are considered to be an effective way of establishing the framework for student centred learning</li> <li>• Studio comprises a variety of project orientated work and seminar presentations.</li> <li>• Seminars – provide an opportunity to develop an insight into a particular area of expertise and a allow discussion, this is a particular feature of the Research Methods course.</li> </ul> <p><b>B Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Projects – encompass case study &amp; simulations. Carried out by individuals of small groups, and are designed to encourage critical investigation, analysis &amp; synthesis in tackling professional practice problems.</li> <li>• Presentations – develop, support and integrate the subject studies.</li> <li>• Dissertation – affords a student an opportunity to select a theme of relevance and to undertake an in-depth investigation into the subject.</li> </ul>
<p><b>C Transferable/ key skills:</b></p> <ul style="list-style-type: none"> <li>• The ability to identify and solve problems</li> <li>• The ability to integrate knowledge</li> <li>• The ability to work as part of a team</li> <li>• The ability to communicate on a number of levels</li> <li>• The ability to undertake research</li> <li>• Management skills</li> <li>• Interpersonal Skills</li> </ul>	<p><b>C Teaching and learning</b> Through participation in Seminar and group work, and the successful completion of assignments.</p> <p><b>C Assessment Methods:</b> Both formative and summative assessment takes place throughout the Programme, and forms part of each task.</p>

**FULL TIME – APPLICABLE TO SEPTEMBER STARTERS ONLY**

Year 1			Year 2
September - December	December - April	April – End of academic year	August – End of August
Term One	Term Two		
Principles of Management BUSI 1442 20 Credits	Development Economics and Planning BUIL 1053 20 Credits	Dissertation BUIL 1056 40 Credits	Submit dissertation by the end of August*
Building Rehabilitation BUIL 1049 20 Credits	Project Management BUIL 1057 20 Credits	Revision classes for any courses that have formal examinations	
Option 20 Credits	Risk Management BUSI 1160 20 Credits	Presentations for any courses that require these as part of the assessment process	
Critical Thinking BUIL 1052 10 Credits	Dissertation BUIL 1056 40 Credits		
Research Methods RESE 1008 10 Credits			

\* Students must re-register for year 2 in order to submit their dissertation. If you do not register as a student at this time you will not be able to graduate from the programme. Registration can be completed by the use of the On Line Registration system. There is no additional fee to be paid when you register for the dissertation.

**PART TIME – APPLICABLE TO SEPTEMBER STARTERS ONLY**

Year 1			Year 2			Year 3
September - December	January - March	April - July	September - December	January - March	March – end of the academic year	End of August
Principles of Management BUSI 1442 20 Credits	Project Management BUIL 1057 20 Credits	Revision classes for any courses that have formal examinations		Risk Management BUSI 1160 20 Credits		Submit dissertation by the end of August*
Critical Thinking BUIL 1052 10 Credits	Option 20 Credits	Presentations as above for full time students	Building Rehabilitation BUIL 1049 20 Credits	Development Economics and Planning BUIL 1053 20 Credits		
Research Methods RESE 1008 10 Credits			Dissertation BUIL 1056 40 Credits			

\* Students must re-register for year 3 in order to submit their dissertation. If you do not register as a student at this time you will not be able to graduate from the programme. Registration can be completed by the use of the On Line Registration system. There is no additional fee to be paid when you register for the dissertation.

#### 4.4 UNIVERSITY OF GREENWICH: PROGRAMME SPECIFICATION – P11113

<b>Awarding Institution:</b> University of Greenwich	<b>Teaching Institution:</b> University of Greenwich	<b>Accredited by:</b> Royal Institution of Chartered Surveyors (RICS)	<b>Final Award:</b> Master of Science (MSc)	<b>Programme Title/Department</b> MSc Construction Management & Economics Property and Construction Management Department	<b>UCAS Code:</b> N/A	<b>QAA Benchmarking Gp(s):</b> Building & Surveying
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##### **Educational Aims of the Programme:**

Accredited by the RICS. Successful construction requires good quality management at every level throughout the construction process, management that is comparable with that found in organisations in other industries. The management of construction is complex, difficult and uniquely project-based, which demands a broad range of management and economic skills and knowledge to be successful. The industry is also undergoing a period of traumatic and quantum change in the way it operates and conducts its business that necessitates people who are capable of critical thinking, strategic thought and effective action. This Programme has been developed to meet these demands from a wide range of organisations in the construction industry, which require professionals with an in-depth understanding of the economics of construction, together with the appropriate management abilities to effectively manage the construction process within defined economic constraints.

The aims and objectives of this Programme are:

- To develop students' knowledge of management and economics in the context of the construction and property industries.
- To develop students' management skills, techniques and abilities with regard to the management of construction.
- To develop students' abilities to generate management solutions to construction problems.

##### **Student Skills Development within the Programme**

This programme develops the students' awareness, analytical, understanding and critical appreciation.

The programme also develops the skills to enable students to work and study independently and to participate in group activities.

The programme encourages professional, research and decision making skills.

Overall the aim is to encourage students to attain skills to enable them to be mature autonomous professionals capable of making appropriate decisions in a complex rapidly changing cultural, political, social and economic environment.

**A Knowledge and understanding :**

On successful completion of the Programme the student should have knowledge and understanding:

- Of management and economics in the context of the construction and property industries
- Of economic principles to develop an understanding of the construction and property industries.
- To select and apply appropriate management theories, techniques and skills, adapt and apply these to construction.
- Of the construction and property industries in the context of both the national and global economy.
- Of the use of quantitative data to support decision making in the context of both property development and construction projects.
- Of the employment economic analysis to understand the construction and property industry;
- To analyse and evaluate construction projects, firms and problems from a management perspective
- Of the design and implementation of appropriate project cost control systems
- Of the management principles and techniques used to manage comparable functions in other industries.
- Of the use of applied economics to make informed decisions on strategy both for developers and for construction firms.

**A Teaching and learning:**

- Formal lectures
- Seminar case studies
- Projects
- Directed reading.

For those on Distance Learning Programmes delivering is also supported by study packs and key texts, study sessions and tutorial support.

**A Assessment Methods:**

Individual and Group written coursework submissions, including seminar presentations, crits and formal examinations.

<p><b>B Intellectual skills:</b></p> <ul style="list-style-type: none"> <li>• The ability to reflect on the significance and inter-relationships of knowledge derived from the experience of the individual (on the basis of experience and institutionally focused and similar investigations) and knowledge derived through scholarship</li> <li>• The ability to formulate, on the basis of such reflection, original ideas and/or innovative proposals</li> <li>• The ability to initiate change on the basis of such informed ideas and proposals. Such actions could relate to personal professional practice or a wider context.</li> <li>• The ability to do the above with a reasonable level of autonomy. This need not imply a lack of Tutorial support but relates to the individual's ability to initiate, plan and organise their professional development.</li> <li>• The ability to identify and solve problems</li> </ul>	<p><b>B Teaching and learning:</b> Will be a combination of Lecture, Studio and Seminars.</p> <ul style="list-style-type: none"> <li>• Lectures are formal teaching sessions and are considered to be an effective way of establishing the framework for student centred learning</li> <li>• Studio comprises a variety of project orientated work and seminar presentations.</li> <li>• Seminars – provide an opportunity to develop an insight into a particular area of expertise and a allow discussion, this is particular feature of the Research Methods course.</li> </ul> <p>For those on Distance Learning Programmes delivering is also supported by study packs and key texts, study sessions and tutorial support.</p> <p><b>B Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Projects – encompass case study and simulations. They may be carried out by individuals of small groups, and are designed to encourage critical investigation, analysis and synthesis in tackling professional practice problems.</li> <li>• Presentations – develop, support and integrate the subject studies.</li> <li>• Dissertation – affords a student an opportunity to select a theme of relevance and to undertake an in-depth investigation into the subject.</li> </ul>
<p><b>C Transferable/ key skills:</b></p> <ul style="list-style-type: none"> <li>• The ability to identify and solve problems</li> <li>• The ability to integrate knowledge</li> <li>• The ability to work as part of a team</li> <li>• The ability to communicate on a number of levels</li> <li>• The ability to undertake research</li> <li>• Management skills</li> <li>• Interpersonal Skills</li> </ul>	<p><b>C Teaching and learning</b> Through participation in Seminar and group work, and the successful completion of assignments.</p> <p>For those on Distance Learning Programmes delivering is also supported by study packs and key texts, study sessions and tutorial support.</p> <p><b>C Assessment Methods:</b> Both formative and summative assessment takes place throughout the Programme, and forms part of each task.</p>

**FULL TIME – APPLICABLE TO SEPTEMBER STARTERS ONLY**

Year 1			Year 2
September - December	December - April	April – End of April	August – End of August
Principles of Management BUSI 1442 20 Credits	Construction Management BUIL 1051 20 Credits	Dissertation BUIL 1056 40 Credits	Submit dissertation by the end of August*
Construction Economics BUIL 1050 20 Credits	Development Economics and Planning BUIL 1053 20 Credits	Revision classes for any courses that have formal examinations	
Option 20 Credits	Risk Management BUSI 1160 20 Credits	Presentations for any courses that require these as part of the assessment process	
Critical Thinking BUIL 1052 10 Credits	Dissertation BUIL 1056 40 Credits		
Research Methods RESE 1008 10 Credits			

\* Students must re-register for year 2 in order to submit their dissertation. If you do not register as a student at this time you will not be able to graduate from the programme. Registration can be completed by the use of the On Line Registration system. There is no additional fee to be paid when you register for the dissertation.

**PART TIME – APPLICABLE TO SEPTEMBER STARTERS ONLY**

Year 1			Year 2			Year 3*
September - December	January - March	April - July	September - December	January - March	March – end of academic year	End of August
Principles of Management BUSI 1442 20 Credits	Option 20 Credits		Construction Economics BUIL 1050 20 Credits	Development Economics and Planning BUIL 1053 20 Credits		Submit dissertation by the end of August)*
Critical Thinking BUIL 1052 10 Credits	Construction Management BUIL 1051 20 Credits			Risk Management BUSI 1160 20 Credits		
Research Methods RESE 1008 10 Credits				Dissertation BUIL 1056 40 Credits		

\* Students must re-register for year 3 in order to submit their dissertation. If you do not register as a student at this time you will not be able to graduate from the programme. Registration can be completed by the use of the On Line Registration system. There is no additional fee to be paid when you register for the dissertation.

#### 4.5 UNIVERSITY OF GREENWICH: PROGRAMME SPECIFICATION – P11110

<b>Awarding Institution:</b>	<b>Teaching Institution:</b>	<b>Accredited by:</b>	<b>Final Award:</b>	<b>Programme Title/Department</b>	<b>UCAS Code:</b>	<b>QAA Benchmarking Gp(s):</b>
University of Greenwich	University of Greenwich	Royal Institution of Chartered Surveyors (RICS)	Master of Science (MSc)	MSc Facilities Management Property and Construction Management Department	N/A	Building & Surveying

#### **Educational Aims of the Programme:**

Accredited by the RICS. Facilities Management has evolved fairly recently in the UK, if not elsewhere. One of the factors which have raised the profile of FM has been the shift in emphasis from investment in property to a greater concentration on the effective and efficient use of business related property in a period of recession. The British Institute of Facilities Management, defines the FM role *'as the practice of co-ordinating the physical workplace with the people and work of the organisation'*. By necessity, the definition of FM is broad covering multiple disciplines and activities, which enables the role to be responsive to the needs of a particular building, its function and organisational objectives. A particular job description can be tailored, therefore, to the needs of the organisation, by selection and balance/emphasis between areas of competence. This Programme is intended to enable property related professionals to augment and develop particular skills in key competency areas within the remit of the FM function.

#### **Student Skills Development within the Programme**

This programme develops the students' awareness, analytical, understanding and critical appreciation.  
 The programme also develops the skills to enable students to work and study independently and to participate in group activities.  
 The programme encourages professional, research and decision making skills.  
 Overall the aim is to encourage students to attain skills to enable them to be mature autonomous professionals capable of making appropriate decisions in a complex rapidly changing cultural, political, social and economic environment.

**A Knowledge and understanding of:**

On successful completion of the Programme the student should have knowledge and understanding:

- Of the approach, terminology and scope of facilities maintenance
- Of the strategic and operational skills relevant to managing the maintenance of individual buildings or groups of properties
- Of the development and format of maintenance strategies for properties where they did not exist before
- Of specialist services, such as Building Management Systems, cable management, et cetera
- Of the principal aspects of waste management
- Of the options and requirements for maintaining security in and to buildings
- Of the key Health and Safety legislation affecting property and the workplace
- Of the process of research and demonstrate an ability in the production of professionally written reports.

**A Teaching and learning:**

- Formal lectures
- Seminar case studies
- Projects
- Directed reading.

For those on Distance Learning Programmes delivering is also supported by study packs and key texts, study sessions and tutorial support.

**A Assessment Methods:**

Individual and Group written coursework submissions, including seminar presentations, crits and formal examinations.

<p><b>B Intellectual skills:</b></p> <ul style="list-style-type: none"> <li>• The ability to reflect on the significance and inter-relationships of knowledge derived from the experience of the individual (on the basis of experience and institutionally focused and similar investigations) and knowledge derived through scholarship</li> <li>• The ability to formulate, on the basis of such reflection, original ideas and/or innovative proposals</li> <li>• The ability to initiate change on the basis of such informed ideas and proposals. Such actions could relate to personal professional practice or a wider context.</li> <li>• The ability to do the above with a reasonable level of autonomy. This need not imply a lack of Tutorial support but relates to the individual's ability to initiate, plan and organise their professional development.</li> <li>• The ability to identify and solve problems</li> </ul>	<p><b>B Teaching and learning:</b> Will be a combination of Lecture, Studio and Seminars.</p> <ul style="list-style-type: none"> <li>• Lectures are formal teaching sessions and are considered to be an effective way of establishing the framework for student centred learning</li> <li>• Studio comprises a variety of project orientated work and seminar presentations.</li> <li>• Seminars – provide an opportunity to develop an insight into a particular area of expertise and allow discussion, this is particular feature of the Research Methods course.</li> </ul> <p>For those on Distance Learning Programmes delivering is also supported by study packs and key texts, study sessions and tutorial support.</p> <p><b>B Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Projects – encompass case study and simulations. They may be carried out by individuals of small groups, and are designed to encourage critical investigation, analysis and synthesis in tackling professional practice problems.</li> <li>• Presentations – develop, support and integrate the subject studies.</li> <li>• Dissertation – affords a student an opportunity to select a theme of relevance and to undertake an in-depth investigation into the subject.</li> </ul>
<p><b>C Transferable/ key skills:</b></p> <ul style="list-style-type: none"> <li>• The ability to identify and solve problems</li> <li>• The ability to integrate knowledge</li> <li>• The ability to work as part of a team</li> <li>• The ability to communicate on a number of levels</li> <li>• The ability to undertake research</li> <li>• Management skills</li> <li>• Interpersonal Skills</li> </ul>	<p><b>C Teaching and learning</b> Through participation in Seminar and group work, and the successful completion of assignments.</p> <p>For those on Distance Learning Programmes delivering is also supported by study packs and key texts, study sessions and tutorial support.</p> <p><b>C Assessment Methods:</b> Both formative and summative assessment takes place throughout the Programme, and forms part of each task.</p>

**FULL TIME – APPLICABLE TO SEPTEMBER STARTERS ONLY**

Year 1			Year 2
September - December	December - April	April – end of academic year	August – end of August*
Principles of Management BUSI 1442 20 Credits	Facilities Management BUIL 1054 20 Credits	Dissertation BUIL 1056 40 Credits	Submit dissertation by the end of August)*
Real Estate Development & Investment LAND 1011 20 Credits	Project Management BUIL 1057 20 Credits	Revision classes for any courses that have formal examinations	
Option 20 Credits	Risk Management BUSI 1160 20 Credits	Presentations for any courses that require these as part of the assessment process	
Critical Thinking BUIL 1052 10 Credits	Dissertation BUIL 1056 40 Credits		
Research Methods RESE 1008 10 Credits			

\* Students must re-register for year 2 in order to submit their dissertation. If you do not register as a student at this time you will not be able to graduate from the programme. Registration can be completed by the use of the On Line Registration system. There is no additional fee to be paid when you register for the dissertation.

**PART TIME – APPLICABLE TO SEPTEMBER STARTERS ONLY**

Year 1			Year 2			Year 3
September - December	January - March	April - July	September - December	January - March	March – end of academic year	End of August*
Principles of Management BUSI 1442 20 Credits	Facilities Management BUIL 1054 20 Credits	Revision classes for any courses that have formal examinations	Real Estate Development & Investment LAND 1011 20 Credits	Risk Management BUSI 1160 20 Credits		Submit dissertation by the end of August)*
Critical Thinking BUIL 1052 10 Credits	Project Management BUIL 1057 20 Credits	Presentations as above for full time students		Option 20 Credits		
Research Methods RESE 1008 10 Credits				Dissertation BUIL 1056 40 Credits		

\* Students must re-register for year 3 in order to submit their dissertation. If you do not register as a student at this time you will not be able to graduate from the programme. Registration can be completed by the use of the On Line Registration system. There is no additional fee to be paid when you register for the dissertation.

#### 4.6 UNIVERSITY OF GREENWICH: PROGRAMME SPECIFICATION – P11112

<b>Awarding Institution:</b> University of Greenwich	<b>Teaching Institution:</b> University of Greenwich	<b>Accredited by:</b> Chartered Institute of Housing (CIH)	<b>Final Award:</b> Master of Science (MSc)	<b>Programme Title/Department:</b> MSc Housing Management & Policy Property and Construction Management Department	<b>UCAS Code:</b> N/A	<b>QAA Benchmarking Gp(s):</b> Town & Country Planning
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##### **Educational Aims of the Programme:**

Accredited by the Chartered Institute of Housing. This Programme is intended to enable property and built environment related professionals and new entrants wishing to enter the housing profession to augment and develop particular skills in key competency areas within housing policy and practice. Much of the demand for this programme of study is from people working or wishing to work in a variety of housing organisations such as Registered Social Landlords and Local Authority housing departments in the UK and internationally. There is a growing demand for professionals capable of strategic thinking and the ability to respond creatively to the rapidly changing environment within which housing professionals have to work. The Programme has been designed to appeal to a wide range of property and built environment professionals and those people wishing to enter the housing profession. It aims to develop their awareness and understanding of the housing professionals role(s) within the United Kingdom and internationally. The general aims of the Programme may be summarised as:

- to broaden and deepen the abilities of people who qualify for this award in some of the key areas of competence within the areas of housing policy and practice;
- support professionals in their continuing professional development;
- to be flexible enough to enable individual students to tailor their studies to their particular needs and interests, thereby, recognising the broad and diverse nature of the roles in housing within the UK and internationally;
- to provide the opportunity for critical reflection on housing policy and practice within the UK and internationally.

### Student Skills Development within the Programme

This programme develops the students' awareness, analytical, understanding and critical appreciation.

The programme also develops the skills to enable students to work and study independently and to participate in group activities.

The programme encourages professional, research and decision making skills.

Overall the aim is to encourage students to attain skills to enable them to be mature autonomous professionals capable of making appropriate decisions in a complex rapidly changing cultural, political social and economic environment.

#### **A Knowledge and understanding of:**

On successful completion of the Programme the student should have knowledge and understanding:

- To be able to critically reflect on housing policy and practice within the UK and internationally.
- To be able to critically reflect on the significance and inter-relationship of knowledge relating to housing policy from a variety of sources
- To be able to use such sources, with critical insight, to evaluate findings of a small scale enquiry into a current housing issue
- To be able to formulate innovative proposals for remedying housing market dysfunction

#### **A Teaching and learning:**

- Formal lectures
- Seminar case studies
- Projects
- Directed reading.

#### **A Assessment Methods:**

Individual and Group written coursework submissions, including seminar presentations, crits and formal examinations.

<p><b>B Intellectual skills:</b></p> <ul style="list-style-type: none"> <li>• The ability to reflect on the significance and inter-relationships of knowledge derived from the experience of the individual (on the basis of experience and institutionally focused and similar investigations) and knowledge derived through scholarship</li> <li>• The ability to formulate, on the basis of such reflection, original ideas and/or innovative proposals</li> <li>• The ability to initiate change on the basis of such informed ideas and proposals. Such actions could relate to personal professional practice or a wider context.</li> <li>• The ability to do the above with a reasonable level of autonomy. This need not imply a lack of Tutorial support but relates to the individual's ability to initiate, plan and organise their professional development.</li> <li>• The ability to identify and solve problems</li> </ul>	<p><b>B Teaching and learning:</b> Will be a combination of Lecture, Studio and Seminars.</p> <ul style="list-style-type: none"> <li>• Lectures are formal teaching sessions and are considered to be an effective way of establishing the framework for student centred learning</li> <li>• Studio comprises a variety of project orientated work and seminar presentations.</li> <li>• Seminars – provide an opportunity to develop an insight into a particular area of expertise and a allow discussion, this is particular feature of the Research Methods course.</li> </ul> <p><b>B Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Projects – encompass case study and simulations. They may be carried out by individuals of small groups, and are designed to encourage critical investigation, analysis and synthesis in tackling professional practice problems.</li> <li>• Presentations – develop, support and integrate the subject studies.</li> <li>• Dissertation – affords a student an opportunity to select a theme of relevance and to undertake an in-depth investigation into the subject.</li> </ul>
<p><b>C Transferable/ key skills:</b></p> <ul style="list-style-type: none"> <li>• The ability to identify and solve problems</li> <li>• The ability to integrate knowledge</li> <li>• The ability to work as part of a team</li> <li>• The ability to communicate on a number of levels</li> <li>• The ability to undertake research</li> <li>• Management skills</li> <li>• Interpersonal Skills</li> </ul>	<p><b>C Teaching and learning</b> Through participation in Seminar and group work, and the successful completion of assignments.</p> <p><b>C Assessment Methods:</b> Both formative and summative assessment takes place through out the Programme, and forms part of each task.</p>

**FULL TIME – APPLICABLE TO SEPTEMBER STARTERS ONLY**

Year 1			Year 2
September - December	December - April	April – end of academic year	August – end of August
Principles of Management BUSI 1442 20 Credits	Housing Policy TOWN 1017 20 Credits	Dissertation BUIL 1056 40 Credits	Submit dissertation by the end of August*
Sustainable Regeneration & Housing TOWN 1030 20 Credits	Asset Management in the Social Rented Sector TOWN 1031 20 Credits	Revision classes for any courses that have formal examinations	
Option 20 Credits	Development Economics and Planning BUIL 1053 20 Credits	Presentations for any courses that require these as part of the assessment process	
Critical Thinking BUIL 1052 10 Credits	Dissertation BUIL 1056 40 Credits		
Research Methods RESE 1008 10 Credits			

\* Students must re-register for year 2 in order to submit their dissertation. If you do not register as a student at this time you will not be able to graduate from the programme. Registration can be completed by the use of the On Line Registration system. There is no additional fee to be paid when you register for the dissertation.

**PART TIME– APPLICABLE TO SEPTEMBER STARTERS ONLY**

Year 1			Year 2			Year 3
September - December	January - March	April - July	September - December	January - March	March – end of academic year	End of August
Principles of Management BUSI 1442 20 Credits	Asset Management in the Social Rented Sector TOWN 1031 20 Credits	Revision classes for any courses that have formal examinations	Sustainable Regeneration & Housing TOWN 1030 20 Credits	Development Economics and Planning BUIL 1053 20 Credits		Submit dissertation by the end of August*
Critical Thinking BUIL 1052 10 Credits		Presentations as above for full time students	Option 20 Credits	Housing Policy TOWN 1017 20 Credits		
Research Methods RESE 1008 10 Credits			Dissertation BUIL 1056 40 Credits			

\* Students must re-register for year 3 in order to submit their dissertation. If you do not register as a student at this time you will not be able to graduate from the programme. Registration can be completed by the use of the On Line Registration system. There is no additional fee to be paid when you register for the dissertation.

#### 4.7 UNIVERSITY OF GREENWICH: PROGRAMME SPECIFICATION – P12626

<b>Awarding Institution:</b> University of Greenwich	<b>Teaching Institution:</b> University of Greenwich	<b>Accredited by:</b> Royal Institution of Chartered Surveyors (RICS)	<b>Final Award:</b> Master of Science (MSc)	<b>Programme Title/Department:</b> MSc Project Management International  Property and Construction Management Department	<b>UCAS Code:</b>  N/A	<b>QAA Benchmarking Gp(s):</b> Building & Surveying
<b>Educational Aims of the Programme:</b>						
<p>Accredited by the RICS. Planning and controlling the allocation of resources and the detailed and prescient matching of design and production to the needs of the market for built space are at the very core of the construction and property industries.</p> <p>The MSc in Project Management has been developed as a response to the growing demand from construction and property industry firms for professionals capable of strategic thinking and creative response to volatile economic conditions.</p> <p>The programme will offer students the opportunity to extend their understanding, analysis, and decision making abilities within some of the key areas of this developing area of study. The overall aims of the Programme are:</p> <ul style="list-style-type: none"> <li>• to broaden the abilities of graduates in this programme with some of the key areas of understanding and analysis within the Project Management function;</li> <li>• to examine real estate development and investment projects in wider global, economic and financial contexts;</li> <li>• to develop skills for effective decision making in investment and development projects;</li> <li>• support existing professionals in their continuing professional development;</li> <li>• to be flexible enough to enable individual students to tailor their studies to their particular needs and interests, thereby recognising the broad and diverse nature of the Project Management role within the UK and internationally.</li> </ul>						
<b>Student Skills Development within the Programme</b>						
<p>This programme develops the students' awareness, analytical, understanding and critical appreciation.</p> <p>The programme also develops the skills to enable students to work and study independently and to participate in group activities.</p> <p>The programme encourages professional, research and decision making skills.</p> <p>Overall the aim is to encourage students to attain skills to enable them to be mature autonomous professionals capable of making appropriate decisions in a complex rapidly changing cultural, political, social and economic environment.</p>						

<p><b>A Knowledge and understanding of:</b> On successful completion of the Programme the student should have knowledge and understanding:</p> <ul style="list-style-type: none"> <li>• Of the fundamental concepts of project management as it relates specifically to the property and construction sectors.</li> <li>• To establish a conceptual framework which enables the student to use the ideas, the tools and techniques of project management within the context of the property and construction industries</li> <li>• To relate these concepts to the efficient management of individual projects so as to provide control of time, cost and quality issues first for the benefit of clients and ultimately for the benefit of society as a whole.</li> <li>• Of the role of the Project Manager</li> <li>• Of the roles of the parties to construction development projects</li> <li>• To understand and select appropriate organisation and procurement paths for a variety of projects and appreciate the various standard forms of contract and their appropriate application</li> <li>• To appreciate the issues relating to the management of time, cost and quality</li> <li>• To understand the basic techniques of project planning and control</li> <li>• To appreciate the role of resource allocation techniques in the control of large projects</li> <li>• To demonstrate an understanding of selected financial techniques in project evaluation and control</li> <li>• To appreciate the legal implications relating to project management and project co-ordination</li> </ul>	<p><b>A Teaching and learning:</b></p> <ul style="list-style-type: none"> <li>• Formal lectures</li> <li>• Seminar case studies</li> <li>• Projects</li> <li>• Directed reading.</li> </ul> <p>For those on Distance Learning Programmes delivering is also supported by study packs and key texts, study sessions and tutorial support.</p> <p><b>A Assessment Methods:</b></p> <p>Individual and Group written coursework submissions, including seminar presentations, crits and formal examinations.</p>
<p><b>B Intellectual skills:</b></p> <ul style="list-style-type: none"> <li>• The ability to reflect on the significance and inter-relationships of knowledge derived from the experience of the individual (on the basis of experience and institutionally focused and similar investigations) and knowledge derived through scholarship</li> <li>• The ability to formulate, on the basis of such reflection, original ideas and/or innovative proposals</li> <li>• The ability to initiate change on the basis of such informed ideas and proposals. Such actions could relate to personal professional practice or a wider context.</li> <li>• The ability to do the above with a reasonable level of autonomy. This need not imply a lack of Tutorial support but relates to the individual's ability to initiate, plan and organise their professional development.</li> <li>• The ability to identify and solve problems</li> </ul>	<p><b>B Teaching and learning:</b> Will be a combination of Lecture, Studio and Seminars.</p> <ul style="list-style-type: none"> <li>• Lectures are formal teaching sessions and are considered to be an effective way of establishing the framework for student centred learning</li> <li>• Studio comprises a variety of project orientated work and seminar presentations.</li> <li>• Seminars – provide an opportunity to develop an insight into a particular area of expertise and allow discussion, this is a particular feature of the Research Methods course.</li> </ul> <p>For those on Distance Learning Programmes delivering is also supported by study packs and key texts, study sessions and tutorial support.</p> <p><b>B Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Projects – encompass case study and simulations. They may be carried out by individuals of small groups, and are designed to encourage critical investigation, analysis and synthesis in tackling professional practice problems.</li> <li>• Presentations – develop, support and integrate the subject studies.</li> <li>• Dissertation – affords a student an opportunity to select a theme of relevance and to undertake an in-depth investigation into the subject.</li> </ul>

**C Transferable/ key skills:**

- The ability to identify and solve problems
- The ability to integrate knowledge
- The ability to work as part of a team
- The ability to communicate on a number of levels
- The ability to undertake research
- Management skills
- Interpersonal Skills

**C Teaching and learning**

Through participation in Seminar and group work, and the successful completion of assignments.

For those on Distance Learning Programmes delivering is also supported by study packs and key texts, study sessions and tutorial support.

**C Assessment Methods:**

Both formative and summative assessment takes place throughout the Programme, and forms part of each task.

**FULL TIME - APPLICABLE TO SEPTEMBER STARTERS ONLY**

Year 1			Year 2
September - December	December - April	April – end of academic year	August – end of August*
Principles of Management BUSI 1442 20 Credits	Development Economics and Planning BUIL 1053 20 Credits	Dissertation BUIL 1056 40 Credits	Submit dissertation by the end of August*
Managing within a Sustainable Environment BUIL 1059 20 Credits	Project Management BUIL 1057 20 Credits	Revision classes for any courses that have formal examinations	
Research Methods RESE 1008 10 Credits	Risk Management BUSI 1160 20 Credits	Presentations for any courses that require these as part of the assessment process	
Critical Thinking BUIL 1052 10 Credits	Dissertation BUIL 1056 40 Credits		
Option 20 Credits			

\* Students must re-register for year 2 in order to submit their dissertation. If you do not register as a student at this time you will not be able to graduate from the programme. Registration can be completed by the use of the On Line Registration system. There is no additional fee to be paid when you register for the dissertation.

**PART TIME - APPLICABLE TO SEPTEMBER STARTERS ONLY**

Year 1			Year 2			Year 3
September - December	January - March	April – July	September - December	January - March	March – end of academic year	End of August
Principles of Management BUSI 1442 20 Credits	Project Management BUIL 1057 20 Credits	Revision classes for any courses that have formal examinations	Option 20 Credits	Development Economics and Planning BUIL 1053 20 Credits		Submit dissertation by the end of August*
Critical Thinking BUIL 1052 10 Credits		Presentations as above for full time students		Risk Management BUSI 1160 20 Credits		
Managing within a Sustainable Environment BUIL 1059 20 Credits						
Research Methods RESE 1008 10 Credits			Dissertation BUIL 1056 40 Credits			

\* Students must re-register for year 3 in order to submit their dissertation. If you do not register as a student at this time you will not be able to graduate from the programme. Registration can be completed by the use of the On Line Registration system. There is no additional fee to be paid when you register for the dissertation.

#### 4. 8 UNIVERSITY OF GREENWICH: PROGRAMME SPECIFICATION – P11106

<b>Awarding Institution:</b> University of Greenwich	<b>Teaching Institution:</b> University of Greenwich	<b>Accredited by:</b> Royal Institution of Chartered Surveyors (RICS)	<b>Final Award:</b> Master of Science (MSc)	<b>Programme Title/Department</b> MSc Real Estate Development & Investment Property and Construction Management Department	<b>UCAS Code:</b> N/A	<b>QAA Benchmarking Gp(s):</b> Town & Country Planning
<b>Educational Aims of the Programme:</b>						
<p>Accredited by the RICS. The programme has been designed to appeal to a wide range of applicants including existing property professionals. There is the possibility of conversion to an RICS approved professional qualification. For all participants, the programme aims to develop their awareness, understanding and critical appreciation of the role of real estate investment and development in a market-led economy. This is done primarily within the context of the United Kingdom but also using comparative analysis of the process in Europe and the rest of the world.</p> <p>The programme will offer students the opportunity to extend their understanding, analysis, and decision making abilities within some of the key areas of this developing area of study. The overall aims of the Programme are:</p> <ul style="list-style-type: none"> <li>• to broaden the abilities of graduates in this programme with some of the key areas of understanding and analysis within the real estate function;</li> <li>• to examine real estate development and investment projects in wider global, economic and financial contexts;</li> <li>• to develop skills for effective decision making in investment and development projects;</li> <li>• support existing professionals in their continuing professional development;</li> <li>• to be flexible enough to enable individual students to tailor their studies to their particular needs and interests, thereby recognising the broad and diverse nature of the Real Estate role within the UK and internationally.</li> </ul>						
<b>Student Skills Development within the Programme</b>						
<p>This programme develops the students' awareness, analytical, understanding and critical appreciation.</p> <p>The programme also develops the skills to enable students to work and study independently and to participate in group activities.</p> <p>The programme encourages professional, research and decision making skills.</p> <p>Overall the aim is to encourage students to attain skills to enable them to be mature autonomous professionals capable of making appropriate decisions in a complex rapidly changing cultural, political, social and economic environment.</p>						

<p><b>A Knowledge and understanding of:</b> On successful completion of the Programme the student should have knowledge and understanding:</p> <ul style="list-style-type: none"> <li>• Of the role of real estate, specifically within the context of development and investment</li> <li>• Of the wider economic and financial context in which property decisions are made</li> <li>• To recognise and reflect on the complexity of decision making on the management of property investment and development projects</li> <li>• To apply appraisal methods to investment and development scenarios</li> <li>• To recognise and reflect on the complexity of decision making in the management of property investment and in developing property projects</li> <li>• Of the wider economic and financial context in which property decisions are made, providing explanations of the role of property in multi-asset portfolios</li> <li>• To apply quantitative approaches in appraisal and management, including risk appraisal and performance measurement and formulate more innovative proposals;</li> <li>• To apply modern financial theories to property assets</li> </ul>	<p><b>A Teaching and learning:</b></p> <ul style="list-style-type: none"> <li>• Formal lectures</li> <li>• Seminar case studies</li> <li>• Projects</li> <li>• Directed reading.</li> </ul> <p>For those on Distance Learning Programmes delivering is also supported by study packs and key texts, study sessions and tutorial support.</p> <p><b>A Assessment Methods:</b></p> <p>Individual and Group written coursework submissions, including seminar presentations, crits and formal examinations.</p>
<p><b>B Intellectual skills:</b></p> <ul style="list-style-type: none"> <li>• The ability to reflect on the significance and inter-relationships of knowledge derived from the experience of the individual (on the basis of experience and institutionally focused and similar investigations) and knowledge derived through scholarship</li> <li>• The ability to formulate, on the basis of such reflection, original ideas and/or innovative proposals</li> <li>• The ability to initiate change on the basis of such informed ideas and proposals. Such actions could relate to personal professional practice or a wider context.</li> <li>• The ability to do the above with a reasonable level of autonomy. This need not imply a lack of Tutorial support but relates to the individual's ability to initiate, plan and organise their professional development.</li> <li>• The ability to identify and solve problems</li> </ul>	<p><b>B Teaching and learning:</b> Will be a combination of Lecture, Studio and Seminars.</p> <ul style="list-style-type: none"> <li>• Lectures are formal teaching sessions and are considered to be an affective way of establishing the framework for student centered learning</li> <li>• Studio comprises a variety of project orientated work and seminar presentations.</li> <li>• Seminars – provide an opportunity to develop an insight into a particular area of expertise and a allow discussion, this is particular feature of the Research Methods course.</li> </ul> <p>For those on Distance Learning Programmes delivering is also supported by study packs and key texts, study sessions and tutorial support.</p> <p><b>B Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Projects – encompass case study and simulations. They may be carried out by individuals or small groups, and are designed to encourage critical investigation, analysis and synthesis in tackling professional practice problems.</li> <li>• Presentations – develop, support and integrate the subject studies.</li> <li>• Dissertation – affords a student an opportunity to select a theme of relevance and to undertake an in-depth investigation into the subject.</li> </ul>

**C Transferable/ key skills:**

- The ability to identify and solve problems
- The ability to integrate knowledge
- The ability to work as part of a team
- The ability to communicate on a number of levels
- The ability to undertake research
- Management skills
- Interpersonal Skills

**C Teaching and learning**

Through participation in Seminar and group work, and the successful completion of assignments.

For those on Distance Learning Programmes delivering is also supported by study packs and key texts, study sessions and tutorial support.

**C Assessment Methods:**

Both formative and summative assessment takes place throughout the Programme, and forms part of each task.

**FULL TIME - SEPTEMBER STARTERS ONLY**

Year 1			Year 2*	
September - December	December - April	April – End of academic year	August – End of August	
Principles of Management BUSI 1442 20 Credits	Development Economics and Planning BUIL 1053 20 Credits	Dissertation BUIL 1056 40 Credits	Submit dissertation by the end of August*	
Comparative Urban and Regional Studies TOWN 1014 20 Credits	Project Management BUIL 1057 20 Credits	Revision classes for any courses that have formal examinations		
Real Estate Development and Investment LAND 1011 20 Credits	Option 20 Credits	Presentations for any courses that require these as part of the assessment process		
Critical Thinking BUIL 1052 10 Credits	Dissertation (start) BUIL 1056 40 Credits			
Research Methods RESE 1008 10 Credits				

\* Students must re-register for year 2 in order to submit their dissertation. If you do not register as a student at this time you will not be able to graduate from the programme. Registration can be completed by the use of the On Line Registration system. There is no additional fee to be paid when you register for the dissertation.

**PART TIME - SEPTEMBER STARTERS ONLY**

Year 1			Year 2			Year 3*
September - December	January - March	April - July	September - December	January - March	March – end of academic year	End of August
Principles of Management BUSI 1442 20 Credits	Project Management BUIL 1057 20 Credits	Revision classes for any courses that have formal examinations	Comparative Urban and Regional Studies TOWN 1014 20 Credits	Development Economics & Planning BUIL 1053 20 Credits		Submit dissertation by the end of August*
Critical Thinking BUIL 1052 10 Credits	Option 20 Credits	Presentations as above for full time students	Real Estate Development and Investment LAND 101 20 Credits			
Research Methods RESE 1008 10 Credits				Dissertation BUIL 1056 40 Credits		

\* Students must re-register for year 3 in order to submit their dissertation. If you do not register as a student at this time you will not be able to graduate from the programme. Registration can be completed by the use of the On Line Registration system. There is no additional fee to be paid when you register for the dissertation.

#### 4.9 UNIVERSITY OF GREENWICH: PROGRAMME SPECIFICATION – P12107

<b>Awarding Institution:</b> University of Greenwich	<b>Teaching Institution:</b> University of Greenwich	<b>Accredited by:</b>	<b>Final Award:</b> Master of Science (MSc)	<b>Programme Title/Department</b> MSc in Property or Construction by Research Property and Construction Management Department	<b>UCAS Code:</b> N/A	<b>QAA Benchmarking Gp(s):</b> Building & Surveying
<b>Educational Aims of the Programme:</b>						
<p>The MSc by Research has been developed in response to a growing demand from construction and property related organisations for high level in-work development of their staff, which centres on work-related issues and problems that lead to a recognised academic qualification. Organisations require the development of knowledge and expertise that relates to the resolution of problems specific to the organisation and/or to the development of new expertise, systems or technology to support the organisation’s growth and development. The Programme allows employees of organisations to pursue a higher degree through research of an issue or problem that is relevant to their day to day work and which will directly benefit their own job and career.</p> <p>The programme provides an opportunity for organisations who wish to support the development of their staff towards a recognised high level academic qualification whilst retaining their services and involvement in the organisation. The situational research enables the organisation to integrate their staff development with their business objectives and to increase the intellectual capital available to the organisation through their employees. It also allows organisations to address developmental issues and problems that are current and important to the organisation. Benefits accrue from the links that are fostered between the organisation and the University that could lead to closer links to organisations, which could be developed through an on-going involvement with the organisation spawning longer term research opportunities.</p>						
<b>Student Skills Development within the Programme</b>						
<p>This programme develops the students’ awareness, analytical, understanding and critical appreciation.</p> <p>The programme also develops the skills to enable students to work and study independently.</p> <p>The programme encourages professional, research and decision making skills.</p> <p>Overall the aim is to encourage students to attain skills to enable them to be mature autonomous professionals capable of making appropriate decisions in a complex rapidly changing cultural, political, social and economic environment.</p>						

<p><b>A Knowledge and understanding of:</b> On successful completion of the Programme the student should have knowledge and understanding:</p> <ul style="list-style-type: none"> <li>• To identify and define operational and other problems</li> <li>• To formulate clearly defined research objectives and hypothesis.</li> <li>• To develop appropriate research strategies.</li> <li>• Of sourcing information and data from a variety of sources.</li> <li>• To critically analyse, evaluate and structure information and data.</li> <li>• To undertake statistical and other analytical techniques to interpret data and draw conclusions.</li> <li>• Of presenting, synthesising and analysing data in order to test a research hypothesis.</li> <li>• Develop practical application of the findings to organisations.</li> </ul>	<p><b>A Teaching and learning:</b></p> <p>The research is essentially student centred but with input and support from the student’s research supervisor and other members of staff as required. A research supervisor will be appointed to supervise and support each student and to advise and guide the student’s progress. The supervisor will be an experienced research supervisor with an expertise in the primary subject area of the research, or a similar related area. The supervisor will provide supervision and guidance throughout the research, but may call upon the contribution of other subject specialists as necessary.</p> <p><b>A Assessment Methods:</b></p> <p>Individual research &amp; submission.</p>
<p><b>B Intellectual skills:</b></p> <ul style="list-style-type: none"> <li>• The ability to reflect on the significance and inter-relationships of knowledge derived from the experience of the individual (on the basis of experience and institutionally focused and similar investigations) and knowledge derived through scholarship</li> <li>• The ability to formulate, on the basis of such reflection, original ideas and/or innovative proposals</li> <li>• The ability to initiate change on the basis of such informed ideas and proposals. Such actions could relate to personal professional practice or a wider context.</li> <li>• The ability to do the above with a reasonable level of autonomy. This need not imply a lack of Tutorial support but relates to the individual’s ability to initiate, plan and organise their professional development.</li> <li>• The ability to identify and solve problems</li> </ul>	<p><b>B Teaching and learning:</b></p> <ul style="list-style-type: none"> <li>• Supervision of research Dissertation</li> <li>• Seminars – provide an opportunity to develop an insight into a particular area of expertise and a allow discussion, this is particular feature of the Research Methods course.</li> </ul> <p><b>B Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Research Dissertation – affords a student an opportunity to select a theme of relevance and to undertake an in-depth investigation into the subject.</li> </ul>

**C Transferable/ key skills:**

- The ability to identify and solve problems
- The ability to integrate knowledge
- The ability to communicate on a number of levels
- The ability to undertake research

**C Teaching and learning**

Through the completion of the Research Project

**C Assessment Methods:**

Both formative and summative assessment takes place throughout the Programme, and forms part of each task.

**FULL TIME - APPLICABLE TO SEPTEMBER STARTERS ONLY**

Year 1		Year 2
September - December	December – end of academic year	August – End of August
Research Methods RESE 1008 10 Credits	Research Dissertation BUIL 1058 120 Credits	Submit dissertation by the end of August*
Critical Thinking BUIL 1052 10 Credits		
Option x 2 20 Credits per Option		

\* Students must re-register for year 2 in order to submit their dissertation. If you do not register as a student at this time you will not be able to graduate from the programme. Registration can be completed by the use of the On Line Registration system. There is no additional fee to be paid when you register for the dissertation.

**PART TIME - APPLICABLE TO SEPTEMBER STARTERS ONLY**

Year 1			Year 2			Year 3
September - December	January - March	April - July	September - December	January - March	March – end of academic year	End of August
Research Methods RESE 1008 10 Credits	Research Dissertation BUIL 1058 120 Credits					Submit dissertation by the end of August*
Critical Thinking BUIL 1052 10 Credits						
Option x 2 20 Credits per Option						

\* Students must re-register for year 3 in order to submit their dissertation. If you do not register as a student at this time you will not be able to graduate from the programme. Registration can be completed by the use of the On Line Registration system. There is no additional fee to be paid when you register for the dissertation.

## **5.0 PERMITTED LENGTH OF REGISTRATION**

The maximum period of registration for any MSc shall normally be 3 years for a full time student and 6 years for Part Time students.

## **6.0 CHOICE OF OPTIONS**

6.1 The portfolio is divided into core and option courses. The chart shows the number of option courses for each programme and also the recommended term in which to undertake the option course.

6.2 All of the programmes have a choice of at least one option course. Some choices have to be made in term 1 and others in term 2. It is important to make these choices as quickly as possible. You may wish to talk with your Programme Leader about the most appropriate option for your programme. The option choice must be confirmed to the Programme Portfolio Manager by week 2 of each term, at the latest.

**Chart Showing the Core Courses and Options for the MSc Portfolio**

	MSc Building Engineering	MSc Building Rehabilitation	MSc Construction Management & Economics	MSc Facilities Management	MSc Housing Management & Policy	MSc Built Environment	MSc Project Management International	MSc Real Estate Development & Investment	MSc By Research
Critical thinking ( Term 1 and in T 2 : taught twice)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Research Methods ( taught twice in T1 +T2)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Dissertation ( as per charts)	✓	✓	✓	✓	✓	✓	✓	✓	.
Research Dissertation	.	.	.	.	.	.	.	.	✓
Asset Management in the Social Rented Sector (T2)					✓				
Building Rehabilitation (T1)	✓	✓							
Comparative Urban & Regional Studies (T1)								✓	
Construction Economics (T1)			✓						
Construction Management (T2)			✓						
Development Economics & Planning (T2)		✓	✓		✓		✓	✓	
Facilities Management (T2)				✓					
Housing Policy (T2)					✓				
Managing within a Sustainable Environment (T1)	✓						✓		
Principles of Management (T1)	✓	✓	✓	✓	✓	✓	✓	✓	
Project Management (T2)	✓	✓		✓			✓	✓	
Real Estate Development & Investment (T1)				✓				✓	
Risk Management (T2)	✓	✓	✓	✓			✓		
Sustainable Regeneration & Housing (T1)					✓				

<b>Key:</b>	✓	Core		Possible Option	.	Not available to these programmes
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**Please note – option choices cannot be guaranteed.**

## 7.0 ASSESSMENT

### 7.1 Assessment Schedule

Programmes are made up of courses. The specification for each course can be viewed via Banner Web or via the university portal. Each course specification has a section on assessment. Please read this carefully. This will enable you to understand how each course is assessed, how many pieces of coursework you will submit or if there are any examinations for the course.

A detailed schedule of assessment with hand-in dates for coursework, dates for presentation, dates for submission of portfolios, dates for 'crits' as appropriate, should be given by the course co-ordinator at the start of each course. A schedule of assessment will also be posted up on the School of Architecture, Design and Construction Student Resources web page at: <http://www.gre.ac.uk/schools/arc/students>

### 7.2 General Assessment Regulations

Unless otherwise stated below, your programme will be assessed in accordance with the University's **Academic Regulation** (Academic Regulations for Undergraduate Taught Awards; Academic Regulations for Graduate and Postgraduate Taught Awards; Academic Regulations for Research Awards) which are available via the University Website.

### 7.3 Specific regulations applicable to this programme

Assessment is based on the learning outcomes associated with each Course. Within the Portfolio there is a balance of assessment between coursework and formal examinations.

Where a course is assessed by both written examination and by continuous assessment:

- a student needs to achieve **a pass mark of 50% in both elements;**

Where there is continuous assessment only:

- a student needs to achieve **an average aggregate pass mark of 50%.**

**Please note that the passmark has been changed from 40% to 50% for level 7 courses (see Appendix B for how this will be implemented for 2010 – 2011).**

Both individual work and group work have many benefits for all students. However, in order for all to fully understand the individual contributions to the assessed work submitted by students, group work will account for no more than 40% of the coursework assessment. This means that for courses that also have formal examinations, the group work element will have a maximum of 40% (20% of the total course assessment).

#### 7.3.1 Re-assessment

The Progression and Award Board will determine if and when any re-assessment may take place.

When a student successfully completes a **referred** item of assessment, feedback and grades will be given in the usual way, but the individual element reassessed will carry a maximum grade of 50% in the overall profile.

Students who have been **deferred** due to Extenuating Circumstances will be awarded their full mark upon successful completion of the assessment if it is being completed for the first time.

Students shall normally have two full opportunities, including resits, for reassessment to be completed as directed by the Progression and Award Board. This should normally be within two years of the original failure. **If a student fails the second reassessment (third assessment), they will be required to leave the programme and/or may be offered an alternative award.**

### **7.3.2 Possible Alternative Awards:**

Students who are unable to complete the full 180 credits may be eligible for the Award of Postgraduate Diploma or Postgraduate Certificate. The title of the award will reflect the courses that have been completed and will be awarded at the discretion of the Progression & Award Board.

- Postgraduate Diploma - the student has successfully completed, or is otherwise credited with, at least 120 credits, of which 90 must be at Level M
- Postgraduate Certificate - the student has successfully completed, or is otherwise credited with, at least 60 credits, of which 40 must be at Level M

Once a student has accepted an alternative (lesser) award, they will not normally be allowed to return and complete the full 180 credit programme. The Postgraduate Certificate will be in Built Environment Studies unless the courses passed include the core course of the named award.

### **7.3.3 Award of Master of Science with Distinction**

The MSc may be awarded with Distinction in recognition of an outstanding performance throughout the programme of study. Work of exceptional quality, both in content and presentation will be required and the Dissertation would usually achieve the percentage equivalent of 70% or more. The Distinction will be awarded at the discretion of the Progressions & Award Board, after discussion regarding the merits of each individual case.

## **8. WHAT NEXT? CAREERS/JOBS/FURTHER STUDIES**

**8.1** The programmes provide an extensive and high-level array of professional, intellectual and transferable skills and abilities. These provide an excellent basis for professional, business and academic futures. There are opportunities across the range of professional and business activities in the built environment property and development sectors.

**8.2** While the School itself does not offer direct placements, there are frequent, appropriate positions advertised regularly through the School and a bulletin produced by the Guidance and Employability Team advertising current vacancies which is sent to your University of Greenwich e-mail address. To ensure you have the best chance of securing an interview the University's Guidance & Employability Team (GET) are able to check your CV, covering letter and applications. If you would like to access this support please attend one of their weekly drop-in sessions. Drop-in times can be found at:

<http://www2.gre.ac.uk/current-students/employment-and-skills/get/contact>

You can also find the GET CV and covering letter and interview guides at:  
<http://www2.gre.ac.uk/current-students/employment-and-skills/get/careers/resources>

Also there is an annual Construction Fair for students of the School which provides opportunities to talk about employment options with representatives from a range of organisations.

**8.3** Finally, though a postgraduate taught programme is a significant level of study, some choose to further their academic careers. The programmes give a good platform from which to develop more in-depth research or study.

## APPENDIX A

### COURSE SPECIFICATIONS AND READING LISTS

#### **Course specifications/definitions:**

For each course, we specify the number of credits, the aims of the course, its academic level, its learning outcomes, its indicative content and how it will be assessed (for instance: how many pieces of coursework, portfolio or exams). It is important that you become familiar with the definition for each course on your programme (see list below).

Each course specification (or definition) should be viewed on the University Banner Web via the university portal. You will need your user ID and PIN number. These will have been given to you at registration. To view the course specification for any approved course in the University: go through the student portal, click on “My Learning”; look at the Student Record (Banner) window; go to Authorised Course List via Course Information then search for the required Course Code for the current academic session, then click on the Course Code.

#### **Reading lists:**

You can access your tutor’s reading list, or the reading list relating to a particular course, via the university portal; then click on ‘Search the library catalogue’; then click on ‘View items on your reading list’. You may also be given reading lists with your course hand-outs. There are limited reading lists in the course outlines in Appendix A.

**MSc Portfolio (Construction and Property): list of courses (alphabetical order by course title):**

<b>Term when course is running</b>	<b>Course Title</b>	<b>Course Coordinators</b>	<b>Course Code</b>
2	Asset Management in the Social Rented Sector	Maureen Rhoden	TOWN 1031
1	Building Rehabilitation	TBC	BUIL 1049
1	Comparative Urban and Regional Studies	Greg Bull	TOWN 1014
1	Construction Economics	Yvonne Simpson	BUIL 1050
2	Construction Management	Simon Muturi	BUIL 1051
1	Critical Thinking	Keith Jones	BUIL 1052
2	Development Economics and Planning	John O'Leary	BUIL 1053
2	Facilities Management	TBC	BUIL 1054
2	Housing Management and Design	Maureen Rhoden	TOWN 1016
2	Housing Policy	Maureen Rhoden	TOWN 1017
1	Managing within a Sustainable Environment	Keith Jones	BUIL 1059
	MSc Dissertation (Built Environment)	Mark Mulville	BUIL 1056
	MSc Research Dissertation	Mark Mulville	BUIL 1058
1	Principles of Management (Construction or Property)	TBC	BUSI 1442
2	Project Management	TBC	BUIL 1057
1	Real Estate Development and Investment	Mark Daley	LAND 1011
1	Research Methods	Terry McDonald	RESE 1008
2	Risk Management	Stuart Allan	BUSI 1160
1	Strategic Housing	Maureen Rhoden	TOWN 1018
1	Sustainable Regeneration and Housing	Maureen Rhoden	TOWN 1030

## **COURSE SPECIFICATION**

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**Course Code: TOWN 1031**

**School: Architecture, Design and Construction**

**Course Title: Asset Management in the Social Rented Sector  
Level: 7**

**Course Coordinator: Maureen Rhoden**

**Department: Property & Construction Management**

**Credit: 20**

**Pre-requisites: None**

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### **Introduction and Rationale:**

This course provides an academic context within which specialist housing knowledge is explored in the context of scenario interpretation. The course provides a challenging environment in which students will need to analyse and synthesise material in order to provide valid solutions. The course develops students' knowledge of core areas of repair and maintenance strategies, risk management and asset management in the social rented sector. The focus is on the social housing sector because it is experiencing significant change and pressures at a time when the affordability of housing is becoming a critical issue for central government and local social housing providers.

### **Aims:**

- To develop in the student, an advanced understanding of key areas of asset management related to social housing landlords and residents.
- To explore the linkages between effective repairs and maintenance strategies, risk management and asset management relating to social housing stock.
- To provide students with housing case material upon which they will work to strengthen their skills of analysis, synthesis, integration, problem solving and reflection on outcomes.

### **Learning Outcomes:**

At the conclusion of this course students will be able to:

- Demonstrate through written form, an advanced understanding of the operation of key areas of housing and asset management, specifically in relation to social housing landlords and residents.
- Discuss in written form, key ideas in housing and asset management and to explain the implications in terms of ongoing repair and maintenance responsibilities and risk management for social landlords.
- Analyse housing case study material and to produce convincing recommendations in terms of the rights and responsibilities of the various parties involved.
- Demonstrate the ability to achieve all outcomes with a large degree of autonomy.

### **Content:**

- The analysis of the need for effective strategies for repairs and maintenance in the social rented sector.
- The examination of the dilemmas of resource and skills shortfall in asset management and the identification and interpretation of key areas of government policy with special regard to the rights and responsibilities of residents and social landlords.
- The exploration of the role of risk management and Good Practice using the investigation of case studies will also be undertaken.

### **Learning and Teaching Activities:**

The course will be taught by means of formal lectures, seminars, case studies, tutorials, projects and directed reading. Students will also have the opportunity to explore the course through the use of role play scenarios.

**Assessment Details:**

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Assignment	✓	Numeric	100	50%	4000	Portfolio of activity including essays and presentations as appropriate

Is the student required to pass ALL elements of assessment in order to pass the course?	NO
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**Indicative Texts:**

ISBN	Author	Date	Title	Publisher
1-4020-2557-2	Gruis, V. & Nieboer, N.	2004	Asset Management in the Social Rented Sector	Springer Academic Publishers
9781842193709	Jones, K. & White, A.	2008	Public Sector Asset Management Guidelines	RICS
9780862975487	Treanor, D.	2009	Housing Investment Appraisal, 2 <sup>nd</sup> Edition	NHF
9780862975340	Trott, T.	2008	Your Place or Mine? Resident Involvement & Property Services	NHF

In addition you should consult the University on-line resources. In particular, MyiLibrary contains a range of ebooks. The Construction Information Service (CIS) and Swetswise and Emerald Full Text offer publications. Also look at the journal collections available, Science Direct for example.

## **COURSE SPECIFICATION**

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**Course Code: BUIL 1049**

**Course Title: Building Rehabilitation**

**Level: 7**

**Department: Property & Construction Management**

**School: Architecture, Design and Construction**

**Course Coordinator: TBC**

**Credit: 20**

**Pre-requisites: None**

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### **Introduction and Rationale:**

The rehabilitation of buildings and their environments presents the developer, the designer and the builder with an extremely complex set of inter-related problems. Rehabilitation of existing buildings is a core area of work for construction related professionals. The ability to repair, rehabilitate, convert and adapt buildings requires a range of skills and technical knowledge. This course identifies key areas of technical knowledge and draws out principles that can be applied to any rehabilitation project.

### **Aims:**

- To provide an overview of attitudes towards rehabilitation, conservation, preservation and restoration in the past and the reasons why these have changed.
- To establish an understanding of the inter-relationships of those factors that affect decisions about rehabilitation projects, and the consequences of change.
- To provide an understanding of the underlying causes of obsolescence and redundancy.
- To develop a structural appreciation of buildings.
- To introduce the principles of good practice in construction works of rehabilitation, sensitive to the needs of the building and users.

### **Learning Outcomes:**

The student should be able to:

- appraise the effect that social, cultural and technical change, at varying levels of scale and complexity have on the environmental context in which rehabilitation projects take place;
- appreciate the historical and current use of building materials;
- assess the structural stability of a building, and its ability to accommodate structural alterations;
- consider the likely areas of defects in different building types and construction periods;
- select from a range of alternative appropriate repair methods;
- carry out rehabilitation works that appreciate the need to accommodate the different performance characteristics of old and new materials;
- plan space for new uses within the restriction of an existing shell
- evaluated the advantages and disadvantages of a proposed development that successfully integrates the economic, managerial, philosophic and technical aspects of rehabilitation studies in all courses of the course;
- demonstrate an ability to research a topic area and effectively communicate individual understanding of the subject matter.

### **Content:**

An analytical study of the design of buildings, to provide a proper appreciation of their character and quality, identifying and evaluating those factors that influence their design and construction. This will demonstrate the interaction of the social, cultural and technical factors that have conditioned decisions in the past and show how these influences affect choices about rehabilitation, conservation and preservation. The following topics will be covered.

Appreciation of the scope and scale of works undertaken on existing buildings. The properties and development of building materials and their historical use and performance characteristics. Materials deterioration and repair, including defect identification and analysis. Design principles for conversion and rehabilitation, including statutory limitations, physical restrictions and principles applicable to space planning for new building uses. Structural stability analysis and building appraisal to assess a building's ability to sustain structural alterations and

their likely effect. Influence upon the rehabilitation process, including funding institutions, development, legal. Building conservation: theory, processes and practice, including listing, grants, legislation, influencing organisation, et cetera. Environmental issues: ecology, energy efficiency, renewable resources, et cetera. Case studies, residential and commercial. Project management and the Rehabilitation process. Construction industry perspective.

**Learning and Teaching Activities:**

The subject will be taught by means of formal lectures, seminar case studies, projects and directed reading.

**Assessment Details:**

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Min Pass Mark	Word Length	Outline Details
Coursework Assignment	✓	Numeric	100	50%	4000	Portfolio of activity including essays and presentations as appropriate

Is the student required to pass ALL elements of assessment in order to pass the course?	NO
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
0750658630	Feilden, B.	2003	Conservation of Historic Buildings, 3 <sup>rd</sup> Edition	Architectural Press
0471647195	Ratay, R. T.	2005	Structural Condition Assessment	John Wiley & Sons
	BRE	various	Building Research Establishment Digests	

In addition you should consult the University on-line resources. In particular, MyiLibrary contains a range of ebooks. The Construction Information Service (CIS) and Swetswise and Emerald Full Text offer publications. Also look at the journal collections available, Science Direct for example.

## COURSE SPECIFICATION

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**Course Code: TOWN 1014**

**Course Title: Comparative Urban and Regional Studies**

**Level: 7**

**Department: Property & Construction Management**

**School: Architecture, Design and Construction**

**Course Coordinator: Greg Bull**

**Credit: 20**

**Pre-requisites: None**

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### Aims:

- To review the characteristics and problems of urban areas and regions and understand the economic and social influences at work.
- To examine policy issues in the context of the development of the built environment.
- To develop a framework for comparative analysis.

### Learning Outcomes:

On completion of the course participants will be able to:

- employ socio-economic and strategic analysis to understand the functioning of the urban and regional economy and to reflect on the significance and inter-relationship of knowledge acquired from a variety of sources;
- provide explanations for urban and regional problems and issues within identified frameworks and / or general theories;
- reflect on and use comparative analysis;
- achieve the above outcomes with a large degree of autonomy.

### Content:

- To provide students with an understanding of the problems caused by current trends and imbalances in regional and urban growth and to provide economic and social explanations for such divergences, particularly in the context of national and international policies and developments.
- To provide students with an understanding of the role and development of strategic planning and policy in an international context.
- To develop a comparative analysis framework.
- To explore international institutions, such as the EU, and their effects on development.

### Learning and Teaching Activities:

The subject will be taught by means of formal lectures and seminars with discussion.

### Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Min Pass Mark	Word Length	Outline Details
Coursework Assignment	✓	Numeric	100	50%	4000	Portfolio of activity including essays and presentations as appropriate

Is the student required to pass ALL elements of assessment in order to pass the course?	YES
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**Indicative Texts:**

<b>ISBN Number</b>	<b>Author</b>	<b>Date</b>	<b>Title</b>	<b>Publisher</b>
0632058412	Couch, C., Fraser, C. and Percy, S.	2003	Urban Regeneration in Europe	Wiley Blackwell
	EU	2007	State of European Cities Report	
	ODPM	2004	Competitive European Cities Report	
9211320100	United Nations Human Settlements Programme (UN-HABITAT)	2009	State of the World's Cities 2008/2009: Harmonious Cities	UN

In addition you should consult the University on-line resources. In particular, MyiLibrary contains a range of ebooks. The Construction Information Service (CIS) and Swetswise and Emerald Full Text offer publications. Also look at the journal collections available, Science Direct for example.

## **COURSE SPECIFICATION**

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**Course Code: BUIL 1050**

**Course Title: Construction Economics**

**Level: 7**

**Department: Property & Construction Management**

**School: Architecture, Design and Construction**

**Course Coordinator: Yvonne Simpson**

**Credit: 20**

**Pre-requisites: None**

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### **Introduction and Rationale:**

This course is concerned with resource allocation in the construction industry at the international, national and at the individual project level. The rationale for the course involves the use of the tools of economics to understand and explain this complex industry – and the firms and people who work in it and are influenced by it – in the context of the economic and social milieu.

### **Aims:**

- To use economic principles to develop an understanding of the construction and property industries.
- To place the construction and property industries in the context of both the national and global economy.
- To develop the skills necessary for making effective use of quantitative data to support decision making in the context of both property development and construction projects.

### **Learning Outcomes:**

At the end of the course, participants will be able to:

- employ economic analysis to understand the construction and property industry;
- carry out appropriate project appraisals using appropriate methods available;
- design and implement appropriate project cost control systems;
- use applied economics to make informed decisions on strategy both for developers and for construction firms.

### **Content:**

Macro and micro economic introduction to the industry. Cost value and price. Time in applied economics. An introduction to urban land economics. Location of businesses. The market for property, housing and construction. Economic characteristics of the construction industry. Patterns of demand for built space. Obsolescence.

Investment appraisal. Quantitative techniques in building economics. Price forecasting. Cost control. Risk Management.

Supply, the industry and its firms. Theory of the behaviour of firms. Operation of the firm. The determination of prices in construction. Bidding strategy.

### **Learning and Teaching Activities:**

- Understand the principals of construction economics as it relates to the built environment.
- Apply construction economic theory and techniques to a range of situations.
- Understand and evaluate factors in the construction cycle.

A lecture/tutorial programme will introduce basic theories and concepts and provide a forum for the practical demonstration of the techniques.

Assessment will be made using 2 individual semester papers that will allow the students to apply construction economic theory to real-life scenarios.

**Assessment Details:**

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Min Pass Mark	Word Length	Outline Details
Coursework Assignment	✓	Numeric	100	50%	4000	Portfolio of activity including essays and presentations as appropriate

Is the student required to pass ALL elements of assessment in order to pass the course?	NO
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
0273728954	Ashworth, A.	2010	Cost Studies of Buildings, 5 <sup>th</sup> Edition	Prentice Hall
0333774795	Hillebrandt, P. M.	2000	Economic Theory and Construction Industry, 3 <sup>rd</sup> Edition	Palgrave Macmillan
0415286395	Myers, D.	2008	Construction Economics: A New Approach, 2 <sup>nd</sup> Edition	Taylor & Francis

**Journals:**

Construction Management and Economics

In addition you should consult the University on-line resources. In particular, MyiLibrary contains a range of ebooks. The Construction Information Service (CIS) and Swetswise and Emerald Full Text offer publications. Also look at the journal collections available, Science Direct for example.

## **COURSE SPECIFICATION**

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<b>Course Code: BUIL 1051</b>	<b>School: Architecture, Design and Construction</b>
<b>Course Title: Construction Management</b>	<b>Course Coordinator: Simon Muturi</b>
<b>Level: 7</b>	<b>Credit: 20</b>
<b>Department: Property &amp; Construction Management</b>	<b>Pre-requisites: None</b>

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### **Introduction and Rationale:**

The construction industry is experiencing rapid and significant change in the way it operates and in the way in which it is managed. These changes require a greater and improved quality of management at all levels in the construction process that will compare with the management of organisations and undertakings in other industries. Construction is an increasingly complex and difficult undertaking that requires a broad range of management knowledge and skills that are adapted and applied to the particularities of construction.

The Course adopts a 'management' approach to construction, rather than the more narrow 'construction management' approach. It aims to develop the management knowledge, abilities and skills required for effective management, then seeks to apply these to the management of construction. The focus of the Course is on the management of the productive resources used in construction and in the analysis and management of construction as a 'process' within a project environment.

The Course is intended to develop the students' existing managerial knowledge and abilities, and to provide the basis for future career progression and continued management development.

### **Aims:**

- To further develop appropriate theories and principles of management.
- To develop the students' management knowledge, techniques and abilities with regard to the management of construction.
- To relate and apply management principles and techniques from other industries to the management of construction.
- To develop management solutions to a variety of construction problems.

### **Learning Outcomes:**

- Know the management principles and techniques used to manage comparable functions in other industries.
- Select and apply appropriate management theories, techniques and skills, adapt and apply these to construction.
- Analyse and evaluate construction projects, firms and problems from a management perspective.
- Understand the operation and the management requirements of construction projects and firms.
- Develop management systems and solutions to the management of construction firms and projects.

### **Content:**

With specific application to construction projects:

Management of the construction process  
Lean production/construction and other production management systems  
Supply chain management; long term trading relationships, partnering  
Uncertainty and Risk management  
Management of human resources  
Information management; MIS systems  
Management of time; planning theories and techniques,  
Production management, resource management, value management; productivity  
Financial management: forecasting and control  
Environmental management  
Quality management

Health and safety management  
 Culture of organisations and projects

**Learning and Teaching Activities:**

The course will be delivered by a combination of lectures, structured learning, tutorials, seminars, workshops and studio work.

**Assessment Details:**

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Min Pass Mark	Word Length	Outline Details
Coursework Assignment	✓	Numeric	100	50%	4000	Portfolio of activity including essays and presentations as appropriate

Is the student required to pass ALL elements of assessment in order to pass the course?	NO
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
0750657324	Bailey, G. and Coles, D.	2005	Construction Project Management	Butterworth-Heinemann Ltd.
9781405183802	Cooke, B. and Williams, P.	2009	Construction Planning Programming Control	Wiley Blackwell
9780846451167	Druker, J. and White, G.	2000	Managing People in Construction	Beekman Pub
9780333968789	Griffith, A. and Watson, P.	2003	Construction Management, Principles and Practice	Palgrave Macmillan
9781405133258	Harris, F., Mc Caffer, R. and Edum-Fotwe, F.	2006	Modern Construction Management	Blackwell Publishing
0471073237	Meredith, J. R. and Mantel Jr., S. J.	2003	Project Management: A Managerial Approach, 5 <sup>th</sup> Edition	John Wiley & Sons
9780632058860	Walker, D. and Hampson, K.	2002	Procurement Strategies: A Relationship-Based Approach	Wiley Blackwell
0632058889	Winch, G. M.	2002	Managing Construction Projects: An Information Processing Approach	Wiley Blackwell

In addition you should consult the University on-line resources. In particular, MyiLibrary contains a range of ebooks. The Construction Information Service (CIS) and Swetswise and Emerald Full Text offer publications. Also look at the journal collections available, Science Direct for example.

## COURSE SPECIFICATION

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**Course Code:** BUIL 1052  
**Course Title:** Critical Thinking  
**Level:** 7  
**Department:** Property & Construction Management

**School:** Architecture, Design and Construction  
**Course Coordinator:** Keith Jones  
**Credit:** 10  
**Pre-requisites:** None

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### Introduction and Rationale:

This course on critical thinking is designed to introduce students to principles behind critical thinking and prepare them for the level of work they will be expected to undertake whilst studying for an MSc. The course will introduce students to a range of techniques that can be used to analyse and synthesise arguments in the context of postgraduate study.

### Aims:

- To introduce students to the concept of critical thinking and to its role in clarifying and improving understanding of complex situations.
- To equip the student with strategies and techniques to critically analyse and evaluate the work of others.
- To equip students with techniques for drawing inferences and constructing arguments from secondary and incomplete data sources.

### Learning Outcomes:

At the end of the course the student will be able:

- to identify and analyse a diverse range of appropriate sources in support of a piece of critical evaluation;
- to present the results of their analysis in a concise and informed manner.

### Content:

The basis of reasoning (logic, deduction, induction, syllogism, hypotheses, statistical, proof, truth & fact)  
Analysis and analytical thinking (underlying assumptions, critical questioning, critical debate)  
Identifying and sourcing secondary data (literature searches, referencing, dealing with surrogate data sets)  
Interpreting secondary data (source quality, synthesis, conflict, rational and non-rational arguments)  
Identifying alternative explanations (brainstorming, scenario setting, lateral thinking)  
Formulating solutions (advanced problem solving, games theory, constructing arguments)  
Presenting arguments (writing position papers, referenced essays, debating)

### Learning and Teaching Activities:

The subject will be delivered by a combination of formal lectures, workshops and presentations. During the workshops students will be required to complete a series of formative tasks which will feed directly into the summative assessments.

### Assessment Details:

Methods of Assessment	Last Item of Assessment	Grading Mode	Weight %	Min Pass Mark	Word Length	Outline Details
Coursework Assignment	✓	Numeric	100	50%	2000	Portfolio of activity including essays and presentations as appropriate

Is the student required to pass ALL elements of assessment in order to pass the course?	NO
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
0415343135	Bowell, T. Kemp, G.	2005	Critical Thinking: A Concise Guide, Second Edition	Routledge
0395432472	Chaffee, J.	2004	Thinking Critically	Houghton Mifflin
0521009847	Fisher, A.	2004	Critical Thinking: An Introduction	Cambridge University Press
0631170030	Garnham, A. and Oakhill, J.	1994	Thinking and Reasoning	Wiley Blackwell

In addition you should consult the University on-line resources. In particular, MyiLibrary contains a range of ebooks. The Construction Information Service (CIS) and Swetswise and Emerald Full Text offer publications. Also look at the journal collections available, Science Direct for example.

## COURSE SPECIFICATION

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**Course Code:** BUIL 1053  
**Course Title:** Development Economics and Planning  
**Level:** 7  
**Department:** Property & Construction Management

**School:** Architecture, Design and Construction  
**Course Coordinator:** John O'Leary  
**Credit:** 20  
**Pre-requisites:** None

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### Aims:

- To explore and use the relevant principles of economics to facilitate an understanding of the development of the built environment in the UK and internationally.
- To examine and critically evaluate planning criteria and policy in the development context.
- To assess and develop the skills necessary to effectively analyse quantitative data and policy implications to support decision-making in public investment decisions.

### Learning Outcomes:

On completion of the course, participants will be able to:

- employ economic and statistical analysis to an understanding of the urban economy and to reflect on the significance and inter-relationship of knowledge acquired from a variety of sources;
- use economic and spatial data to inform decisions on strategy for developers, investors and public agents;
- appreciate and evaluate the impact of spatial planning on development;
- achieve all outcomes with a large degree of autonomy;
- demonstrate enhanced written and verbal presentation skills.

### Content:

- Development and planning: processes of change and policy responses.
- Economic change in the urban environment. Economics of public policy and investment. Cost benefit analysis. The quality of the urban environment. Transport investment.
- Regional and urban processes and policy. Regeneration and renewal evaluation and approaches.
- Planning and implementation. Current issues: the heritage industry; the quality debate; housing development.
- Sustainability: the debate, implications and responses.

### Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weight %	Min Pass Mark	Word Length	Outline Details
Coursework Assignment		Numeric	40	50%	2000	Portfolio of activity including essays and presentations as appropriate
Examination	✓	Numeric	60	50%	N/A	A three hour unseen examination

Is the student required to pass ALL elements of assessment in order to pass the course?	YES
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**Indicative Texts:**

<b>ISBN Number</b>	<b>Author</b>	<b>Date</b>	<b>Title</b>	<b>Publisher</b>
0333771281	Balchin, P., Isaac, D. & Chen, J.	2000	Urban Economics: A Global Perspective	Palgrave Macmillan
0415358108	Cullingworth, B. & Nadin, V.	2006	Town and Country Planning in the UK, 14 <sup>th</sup> Edition	Routledge
1412929555	Dicken, P.	2007	Global Shift: Mapping the Changing Contours of the World Economy, 5 <sup>th</sup> Edition	Sage Publications Ltd.
9211320100	United Nations Human Settlements Programme (UN-HABITAT)	2009	State of the world's cities 2008/2009: harmonious cities	UN

In addition you should consult the University on-line resources. In particular, MyiLibrary contains a range of ebooks. The Construction Information Service (CIS) and Swetswise and Emerald Full Text offer publications. Also look at the journal collections available, Science Direct for example.

## **COURSE SPECIFICATION**

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**Course Code: BUIL 1054**

**Course Title: Facilities Management**

**Level: 7**

**Department: Property & Construction Management**

**School: Architecture, Design and Construction**

**Course Coordinator: TBC**

**Credit: 20**

**Pre-requisites: None**

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### **Introduction and Rationale:**

Those responsible for property can be involved in a wide range of activities, and this range of activity or responsibility will be dependent upon the focus of the organisation, its employees and its clients. Facilities Management is considered from the viewpoint of the design and use of existing (and proposed) buildings and how these assist the organisation in realising its objectives. This involves exploring how organisations operate, within the framework of law, and how each provides efficient and economic environments that are aware of and responsive to user needs. This course integrates three elements that significantly affect the performance of facilities: People and their working environment, property management and property as an asset, maintenance of the fabric and services, environmental management and health and safety. Such elements are considered as core areas of competence for facilities managers.

### **Aims:**

- To further develop the students' awareness of the concept of facilities management and its potential influence on the property industry.
- To develop and expand the students' understanding of the workplace and how it is changing as well as the potential for future change
- To appreciate the requirements and principal considerations that maintenance and environmental management play in fulfilling the needs of users / occupiers.
- To enable the students to develop the complex nature of management in relation to building users and their diverse requirements and expectations.
- To identify and understand the legal obligations of building owners and to understand the need to be responsive to the business in a changing environment.

### **Learning Outcomes:**

At the end of the course, the student will be able to:

- Understand and appreciate the approach, terminology and scope of facilities management and how this has changed over time;
- Appreciate the strategic and operational skills relevant to managing the maintenance of individual or groups of buildings;
- Be aware of the importance of space utilization and the importance of planning for the future;
- appreciate the theories and principles of management utilised by organisations generally and recognise their application to organisations in the property industry;
- appreciate the need for commercial control and management;
- understand and apply the provisions for the protection of client's interests in property management;

### **Content:**

Management principles for facilities management, including some of the key activities such as outsourcing, space utilisation and planning, Disaster Recovery Planning and Post Occupancy Evaluation.

Principal considerations in the formulation of an appropriate policy on maintenance and modernisation of buildings. Alternative maintenance strategies. Uses and benefits of Maintenance Audits. Information requirements and data gathering methods. A method for the calculating of building life cycle costs, and consideration of the environmental issues surrounding life cost management.

Environmental Management: building management systems, intelligent / smart buildings. environmental protection.

Health and Safety: review of Health and Safety at Work Act.

**Learning and Teaching Activities:**

The subject will be delivered by a combination of lectures and studio. Studio will include: workshops on practical issues; discussion groups/seminars on key themes; student led presentations; project orientated work; tutorials; and case studies.

**Assessment Details:**

Methods of Assessment	Last Item of Assessment	Grading Mode	Weight %	Min Pass Mark	Word Length	Outline Details
Coursework Assignment	✓	Numeric	100	50%	4000	Portfolio of activity including essays and presentations as appropriate

Is the student required to pass ALL elements of assessment in order to pass the course?	NO
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
0415321468	Alexander, K., Atkin, B., Brochner, J. & Haugen T.	2004	Facilities Management: Innovation & Performance	Spons, Abingdon Oxon
978-0-632-06445-8	Barrett P. and Baldry D.	2003	Facilities Management; Towards Best Practice	Blackwell
0-333-69333-7	Parks, A.	1998	Facilities Management, An Explanation	Palgrave Macmillan
1-4051-3557-3	Shah, S.	2007	Sustainable Practice for the Facilities Manager	Blackwell

In addition you should consult the University on-line resources. In particular, MyiLibrary contains a range of ebooks. The Construction Information Service (CIS) and Swetswise and Emerald Full Text offer publications. Also look at the journal collections available, Science Direct for example.

## **COURSE SPECIFICATION**

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**Course Code: TOWN 1016**  
**Course Title: Housing Management and Design**  
**Level: 7**  
**Department: Property & Construction Management**

**School: Architecture, Design and Construction**  
**Course Coordinator: Maureen Rhoden**  
**Credit: 20**  
**Pre-requisites: None**

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### **Introduction and Rationale:**

This is a specialised course which provides an academic context within which specialist housing knowledge is explored in the context of scenario interpretation. The course provides a challenging environment in which students will need to analyse and synthesise material in order to provide valid solutions. The course develops students' knowledge of core areas of housing law, housing design and repair and maintenance strategies. The focus is on the social housing sector because it is experiencing significant change and pressures at a time when the affordability of housing is becoming a critical issue for central government and local social housing providers.

### **Aims:**

- To develop in the student, an advanced understanding of key areas of housing law related to the rights and responsibilities of social housing landlords and tenants.
- To explore the linkages between initial housing design and subsequent requirements for effective repairs and maintenance strategies relating to social housing stock.
- To provide students with housing case material upon which they will work to strengthen their skills of analysis, synthesis, integration, problem solving and reflection on outcomes.

### **Learning Outcomes:**

At the conclusion of this course students will be able to:

- Demonstrate through written form and oral presentation, an advanced understanding of the operation of key areas of housing law, specifically in relation to the rights and responsibilities of social housing landlords and tenants.
- Discuss in written form, key ideas in housing design and to explain the implications of design options in terms of ongoing repair and maintenance responsibilities for social landlords.
- Analyse housing case study material from a technical and legal dimension and to produce convincing advice in terms of the rights and responsibilities of the various parties involved.

### **Content:**

- The analysis of the application of design ideas in housing, the recognition of repairs and maintenance issues arising from design decisions and the need for effective strategies for repairs and maintenance.
- The examination of the dilemmas of resource and skills shortfall in the face of day to day housing management and the identification and interpretation of key areas of law with special regard to the rights and responsibilities of tenants and landlords.
- The exploration of the role of the Ombudsman in housing and Good Practice using the investigation of case studies will also be undertaken.

### **Learning and Teaching Activities:**

The course will be taught by means of formal lectures, seminars, case studies, tutorials, projects and directed reading. Students will also have the opportunity to explore the course through the use of role play scenarios.

**Assessment Details:**

Methods of Assessment	Last Item of Assessment	Grading Mode	Weight %	Min Pass Mark	Word Length	Outline Details
Coursework Assignment	✓	Numeric	100	50%	4000	Portfolio of activity including essays and presentations as appropriate

Is the student required to pass ALL elements of assessment in order to pass the course?	NO
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**Indicative Texts:**

ISBN	Author	Date	Title	Publisher
185112523X	ODPM	2003	Housing Disrepair Legal Obligations: Good Practice Guidance	ODPM
1851901825	R Thornton	1992	Property Disrepair and Dilapidations: A Guide to Law	ODPM
N/A	CIH	2001	Repairs and Maintenance: good practice	CIH
N/A	GLA Architecture & Urbanism Unit	2003	Housing for a Compact City	GLA

In addition you should consult the University on-line resources. In particular, MyiLibrary contains a range of ebooks. The Construction Information Service (CIS) and Swetswise and Emerald Full Text offer publications. Also look at the journal collections available, Science Direct for example.

## COURSE SPECIFICATION

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**Course Code: TOWN 1017**

**Course Title: Housing Policy**

**Level: 7**

**Department: Property & Construction Management**

**School: Architecture, Design and Construction**

**Course Coordinator: Maureen Rhoden**

**Credit: 20**

**Pre-requisites: None**

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### Introduction and Rationale:

This course develops an understanding of economic, social and political theory and concepts that underlie an examination of housing policy within the United Kingdom and internationally. It also provides the opportunity to critically reflect on policy in relation to housing supply and housing need in each of the housing sectors prior to an examination of current housing issues.

### Aims:

- To appraise housing policy in the context of economic, social and political influences in relation to housing supply and housing need within the United Kingdom and internationally.
- To critically reflect on housing investment and housing finance in respect of changes in the pattern of housing tenure.
- To develop the skills required to effectively analyse quantitative data and policy implications to support decision-making in the context of housing policy.

### Learning Outcomes:

On completion of the course, students will have:

- demonstrated the ability to critically reflect on the significance and inter-relationship of knowledge relating to housing policy from a variety of sources;
- demonstrated the ability to use such sources, with critical insight, to evaluate findings of a small scale enquiry into a current housing issue;
- demonstrated the ability to provide explanations of housing problems within identified policy frameworks and in relation to relevant economic, social or political theory within the United Kingdom and internationally;
- demonstrated the ability to formulate innovative proposals for remedying housing market dysfunction;
- demonstrated the ability to achieve all outcomes with a large degree of autonomy.

### Content:

Housing welfare regimes and policy systems. Determinants of changes in the pattern of tenure. Housing investment and supply-side subsidisation: house-building; clearance and redevelopment. Housing renovation. Public policy and local authority housing. Public policy and the registered social landlords. Privatisation. Public policy and owner-occupation. Policy issues in the United Kingdom and internationally: housing affordability; regional disparities; social exclusion and urban regeneration; community care; valuing diversity; homelessness

### Learning and Teaching Activities:

These will be based on a core of formal lectures with studio work, seminars, workshops projects and case studies.

### Assessment Details:

Methods of Assessment	Last Item of Assessment	Grading Mode	Weight %	Min Pass Mark	Word Length	Outline Details
Coursework Assignment	✓	Numeric	100	50%	4000	Portfolio of activity including essays and presentations as appropriate

Is the student required to pass ALL elements of assessment in order to pass the course?	NO
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
9781405175203	Jones, C. and Watkins, C.	2009	Housing Markets and Planning Policy	Wiley Blackwell
184742273X	Lowe, S.	2009	The Housing Debate: Policy and Politics in the 21 <sup>st</sup> Century	Policy Press
1861346182	Lund, B.	2006	Understanding Housing Policy	Policy Press
9780415477796	Malpass, P. and Rowlands, R.	2010	Housing Markets and Policy	Routledge

In addition you should consult the University on-line resources. In particular, MyiLibrary contains a range of ebooks. The Construction Information Service (CIS) and Swetswise and Emerald Full Text offer publications. Also look at the journal collections available, Science Direct for example.

## COURSE SPECIFICATION

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**Course Code: BUIL 1059**

**School: Architecture, Design and Construction**

**Course Title: Managing within a Sustainable Environment  
Level: 7**

**Course Coordinator: Keith Jones**

**Department: Property & Construction Management**

**Credit: 20**

**Pre-requisites: None**

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### Aims:

The aims of the course are:

- To introduce students to the sustainability debate
- To explore how the developing debate may impact on the built environment
- To explore the implications of the sustainability debate on the professional roles and working practice of built environment stakeholders

### Learning Outcomes:

Upon completing the course students will possess:

- A greater understanding of the origins of the sustainability debate and an awareness of its future direction
- A view as to what constitutes a 'sustainable environment' and knowledge of the impact that the buildings have on such an environment; and on the technologies that have been developed to mitigate some of the more undesirable impacts
- An understanding of the multi-disciplinary nature of many of the sustainability solutions being developed and of the emerging roles of the various built environment professions and stakeholder in these potential solutions

### Content:

A Sustainable Environment

- The development of the debate (Rio, Kyoto, Brudtland, the triple bottom line, quality of life)

A Sustainable Built Environment

- Measuring sustainability (environmental, economic, social & ecological performance)
- Issues associated with building more sustainably (residential, non residential, infra-structure)
- Options for improving the sustainability of existing built environments (technology, information, culture, maintenance & refurbishment)
- Management challenges in achieving a sustainable built environment

Challenges for a Sustainable Future

- Cross-cutting issues (developed v developing countries, climate change, life styles)
- Peoples relationships with buildings and the environment

### Assessment Details:

Methods of Assessment	Last Item of Assessment	Grading Mode	Weight %	Min Pass Mark	Word Length	Outline Details
Coursework Assignment	✓	Numeric	100	50%	4000	Portfolio of activity including essays and presentations as appropriate

Is the student required to pass ALL elements of assessment in order to pass the course?

NO

**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
9780765622723	Bartle, J. R. and Leuenberger, D. Z.	2009	Sustainable Development for Public Administration	M.E. Sharpe
9780415399326	Baird, G.	2010	Performance in Practice: Mixed Mode, Passive and Environmentally Sustainable Buildings - Designer and User Perspectives	Routledge
9780470130629	Vallero, D. A. Brasier, C.	2008	Sustainable Design: The Science of Sustainability and Green Engineering	John Wiley & Sons
9781405124225	Yang, J. Brandon, P. Sidwell, A. C.	2005	Smart and Sustainable Built Environment	Wiley Blackwell

In addition you should consult the University on-line resources. In particular, MyiLibrary contains a range of ebooks. The Construction Information Service (CIS) and Swetswise and Emerald Full Text offer publications. Also look at the journal collections available, Science Direct for example.

## **COURSE SPECIFICATION**

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**Course Code: BUIL 1056**

**Course Title: MSc Dissertation (Built Environment)**

**Level: 7**

**Department: Property & Construction Management**

**School: Architecture, Design and Construction**

**Course Coordinator: Mark Mulville**

**Credit: 40**

**Pre-requisites: None**

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### **Introduction and Rationale:**

The dissertation represents the pinnacle of individual achievement on the programme. It is a sophisticated way for students to demonstrate their abilities and the levels of comprehension and understanding that they have achieved. The preparation of a dissertation enables students to use a range of skills that have been developed throughout the programme; for example, the skills of enterprise and initiative required for thorough investigation and research into a chosen topic; the motivation and time management skills necessary to produce a substantive and organised piece of written work; and the ability to synthesise and integrate complex information.

### **Aims:**

- To provide students with an opportunity to carry out a critical enquiry using an appropriate methodology in an area of particular interest to the student.
- To enable students to manage the work effectively, by analysing and presenting their conclusions in a manner appropriate to the dissemination of the material and issues involved.
- In some cases to allow students to make an original contribution to knowledge and practice in the area of this investigation.
- To promote wide reading of background material and to encourage students to develop the ability to integrate data and knowledge to provide an appropriate critical analysis.
- To require students to manage their work effectively, by presenting a clearly defined major assignment to a deadline.

### **Learning Outcomes:**

At the end of the successful completion of the course participants will have completed a submission in accordance with the course and thus fulfilled the opportunities outlined above.

Participants will be able to:

- apply the process, the clarity of thought and critical analysis required, the investigative activities and presentation of material and conclusions to other areas of knowledge and to other issues;
- be more confident generally in the use and application of research techniques; develop methodology appropriate for their study;
- critically evaluate and assimilate published works and research and background material appropriate for their chosen area of study;
- benefit from the extension of their knowledge and experience in a particular subject area.

### **Learning and Teaching Activities:**

It will be a prerequisite that the course in Research Methods will also be taken. The dissertation is essentially student centred but the student will be supported by tutorials and research seminars. Initially a team of dissertation tutors will advise on the development and selection of issues and areas of study and also advise on the choice of a supervisor. The supervisor will supervise the dissertation in its preparation although other subject specialists may also assist informally.

### **Participants in the Process:**

The dissertation co-ordinator is the overall co-ordinator of the selection of dissertations and the presentation of the completed dissertations. The dissertation supervisor is the member of staff allocated to supervise and assess the specific dissertation. A moderator provides second marking.

**Assessment Details:**

The dissertation is examined in the first instance by the supervisor and then subsequently by a moderator. The participant may be invited for oral examination if this assists in agreeing an assessment mark. If there is a disagreement in marking, the Dissertation Co-ordinator may refer the documentation to a third reader.

Methods of Assessment	Last Item of Assessment	Grading Mode	Weight %	Min Pass Mark	Word Length	Outline Details
Dissertation	✓	Numeric	100%	50%	12,000-15,000	Dissertation

Is the student required to pass ALL elements of assessment in order to pass the course?	NO
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
9781405177900	Fellows, R. F. & Liu, A. M. M.	2008	Research Methods for Construction	Wiley Blackwell
9780750682640	Naoum, S.	2006	Dissertation Research and Writing for Construction Students	Butterworth-Heinemann

In addition you should consult the University on-line resources. In particular, MyiLibrary contains a range of ebooks. The Construction Information Service (CIS) and Swetswise and Emerald Full Text offer publications. Also look at the journal collections available, Science Direct for example.

## **COURSE SPECIFICATION**

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**Course Code: BUIL 1058**

**Course Title: Research Dissertation**

**Level: 7**

**Department: Property & Construction Management**

**School: Architecture, Design and Construction**

**Course Coordinator: Mark Mulville**

**Credit: 120**

**Pre-requisites: None**

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### **Aims:**

The aims and objectives of this programme are to:

- develop the ability to identify and define tenable research aims and objectives;
- develop the student's abilities to acquire, integrate and synthesise knowledge to achieve a defined research objective using appropriate research methods;
- develop the student's abilities as competent practitioners of research methods and techniques and their application in the performance of their work.

### **Learning Outcomes:**

On completion of the programme, students will be able to:

- Identify and define operational and other problems.
- Formulate clearly defined research objectives and hypothesis.
- Develop appropriate research strategies.
- Source information and data from a variety of sources.
- Critically analyse, evaluate and structure information and data.
- Undertake statistical and other analytical techniques to interpret data and draw conclusions.
- Presenting, synthesising and analysing data in order to test a research hypothesis.
- Develop practical application of the findings to organisations.

### **Teaching and Learning Activity:**

The research is essentially student centred but with input and support from the student's research supervisor and other members of staff as required. A research supervisor will be appointed to supervise and support each student and to advise and guide the student's progress. The supervisor will be an experienced research supervisor with expertise in the primary subject area of the research, or a similar related area. The supervisor will provide supervision and guidance throughout the research dissertation, but may call upon the contribution of other subject specialists as necessary.

### **Assessment:**

Assessment of the project is based on the outcomes as judged by: a) An oral presentation, which should aim to define the problem, outline the methodology used and present a discussion of the results obtained or arguments constructed and their relevance. It is arranged by the Postgraduate Tutor, and will include the supervisor and Postgraduate Tutor. Normally there is no formal mark awarded for the presentation. It is nevertheless a requirement in the award of the degree that the performance of the student is satisfactory. b) The final project which is read and agreed by all the examiners prior to the oral examination. c) An oral examination with an internal and external examiner approved by the Research Degrees Committee. Oral presentation: pass/fail graded Written dissertation of 30-40,000 words, 100% weighting, pass mark 40%.

**Indicative Texts:**

<b>ISBN Number</b>	<b>Author</b>	<b>Date</b>	<b>Title</b>	<b>Publisher</b>
9781405177900	Fellows, R. F. & Liu, A. M. M.	2008	Research Methods for Construction	Wiley Blackwell
9780750682640	Naoum, S.	2006	Dissertation Research and Writing for Construction Students	Butterworth-Heinemann

In addition you should consult the University on-line resources. In particular, MyiLibrary contains a range of ebooks. The Construction Information Service (CIS) and Swetswise and Emerald Full Text offer publications. Also look at the journal collections available, Science Direct for example.

## **COURSE SPECIFICATION**

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**Code: BUSI 1442**

**Course Title: Principles of Management**

**Level: 7**

**Department: Property & Construction Management**

**School: Architecture, Design and Construction**

**Course Coordinator: TBC**

**Credit: 20**

**Pre-requisites: None**

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### **Aims:**

Management is exciting, personal, dynamic, ambiguous, contradictory, uncertain and complex. Management is difficult to accurately define because it encompasses much, but it is about people and people within an organisational environment. It is a very practical subject but knowledge of the underpinning theory is also essential as this enables the manager to identify possible courses of action in a given situation. It also needs to draw on a variety of academic disciplines especially philosophy and psychology.

The formal theories of management have evolved mostly over the last 150 years, that is during and after the industrial revolution. It is not surprising though that these are constantly changing to reflect the ever-changing environment in which organisations exist. As people and environments are constantly changing then management, of necessity, cannot be static.

In an academic course on management, as with all applied subjects [e.g. medicine, law, engineering etc.] there is a challenge to strike the correct balance between the theory and what a manager needs to know and do in practice. In this course this balance will be achieved by applying the theoretical concepts [covered in formal lectures] to practical situations in tutorials based on syndicate work, problem solving, discussion and presentation.

Students will be encouraged to recognise that management can never be only about answers but also about recognising challenges and exploring effective strategies. All will also need to recognise that the dynamic and complex nature of management means that there is rarely only one effective and permanent solution. It is anticipated that in this way it will facilitate students' interest and involvement in the subject and the recognition that it can be 'fun' and 'exciting' as well as an essential part of their professional training.

### **Learning Outcomes:**

At the end of this course the student should be able to:

- Appreciate the concepts and theories of management in relation to the development of management thinking, organisations, their employees, structure and their environment, leadership, strategy and the management of quality.
- Apply the knowledge of theoretical concepts to current practical situations.
- Appreciate the personal, complex and dynamic nature of management in an organisational setting.
- Develop a problem solving approach to management issues.
- Appreciate the importance of discussion and evaluating other perspectives and perceptions in seeking effective solutions.
- Develop an ability to undertake focused and extensive research on key management issues to facilitate developing an informed position.
- Further develop critical evaluation skills and the ability to put forward a cohesive and logical argument and be prepared to defend an argument or position.

### **Content:**

The course content will be put in to context by first considering the development of management thinking through to the present day and considering the key influencing factors.

It will then explore the development of organisations from the human perspective looking especially at the individual, groups and teams and the principles of human resource management [HRM] [HRM will include recruitment, retention, performance appraisals and motivation].

Organisational structure and culture together with strategic management will be discussed as well as quality management.

### Learning and Teaching Activities:

The content of the course will be delivered through formal lectures. Students will also undertake a series of tutorials which will include case studies, role play, problem solving, syndicate work.

Students will have the opportunities during the tutorials to work on a series of real life scenarios which is intended to facilitate:

- Discussion
- Practice and critically evaluate different approaches to different management issues
- Develop a range of practical management skills
- Develop an integrated approach to addressing and identifying solutions to management issues

### Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Coursework	✓	%	100	50%	1500 for each task	A portfolio of activity including essays and presentations as appropriate **

Is the student required to pass ALL elements of assessment in order to pass the course?	NO
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\*\*Portfolio: will include reference to case studies and written work.

TASK 1 will cover elements of human resource management and TASK 2 will cover wider elements of organisational structure and strategic management.

### Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
978-0-7506-6786-9	Hoyle, D.	2006	Quality Management Essentials	Butterworth - Heinemann
1408206935	Johnson, G., Scholes K., Whittington, R.	2007	Exploring Corporate Strategy: Text and Cases.	Financial Times/Prentice Hall
1405854766	Mullins, L. J.	2007	Management and Organisational Behaviour, 8 <sup>th</sup> Edition	Financial Times/Prentice Hall
0141029927	Pugh, D. S. and Hickson, D. J.	2007	Writers on Organisations, 6 <sup>th</sup> Edition	Penguin

In addition you should consult the University on-line resources. In particular, MyiLibrary contains a range of ebooks. The Construction Information Service (CIS) and Swetswise and Emerald Full Text offer publications. Also look at the journal collections available, Science Direct for example.

## **COURSE SPECIFICATION**

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**Course Code: BUIL 1057**  
**Course Title: Project Management**  
**Level: 7**  
**Department: Property & Construction Management**

**School: Architecture, Design and Construction**  
**Course Coordinator: TBC**  
**Credit: 20**  
**Pre-requisites: None**

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### **Introduction and Rationale:**

All projects have a `beginning' and an `end'. Successful project management requires a thorough understanding of the whole process. This course identifies the major issues associated with good project management practice with the overriding purpose of managing finite resources economically.

### **Aims:**

- To introduce the fundamental concepts of project management as it relates specifically to the property and construction sectors.
- To establish a conceptual framework which enables the student to use the ideas, the tools and techniques of project management within the context of the property and construction industries
- To relate these concepts to the efficient management of individual projects so as to provide control of time, cost and quality issues first for the benefit of clients and ultimately for the benefit of society as a whole.

### **Learning Outcomes:**

As a result of studying this course the student will:

- understand the role of the Project Manager
- be familiar with the roles of the parties to construction development projects
- understand and select appropriate organisation and procurement paths for a variety of projects
- appreciate the various standard forms of contract and their appropriate application
- appreciate the issues relating to the management of time, cost and quality
- understand the basic techniques of project planning and control
- appreciate the role of resource allocation techniques in the control of large projects
- demonstrate an understanding of selected financial techniques in project evaluation and control
- appreciate the legal implications relating to project management and project co-ordination.

### **Content:**

Executive Project Management distinguished from other `Project Management' roles. Definition of terms. Organisation systems and procurement paths; Leadership, human and industrial relations and communication. The management of time, cost and quality. The issues of marketing, safety and design management, tendering and assessment. Standard forms of contract. Approvals: planning; building regulations etc.

Project planning and control: bar charts and networks; critical path analysis; line of balance; resource allocation and levelling; linear programming; simulation.

Financial analysis and control, project evaluation.

Legal aspects of project management and project co-ordination. Negotiation. Dispute management and resolution.

### **Main Learning and Teaching Activities:**

- Understand the principals of project management as it relates to the project manager.
- Apply project management theory and techniques to a range of situations.
- Understand and evaluate factors in the construction cycle.

A lecture/tutorial programme will introduce basic theories and concepts and provide a forum for the practical demonstration of the techniques.

Assessment will be made using 2 individual semester papers which will allow the students to apply project management theory into practice.

**Assessment Details:**

Methods of Assessment	Last Item of Assessment	Grading Mode	Weight %	Min Pass Mark	Word Length	Outline Details
Coursework Assignment	✓	Numeric	100	50%	4000	Portfolio of activity including essays and presentations as appropriate

Is the student required to pass ALL elements of assessment in order to pass the course?	NO
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
0408015446	Bennett, J.	1985	Construction Project Management	Butterworth - Heinemann
0470209232	Fisher, N.	1987	Marketing for the Construction Industry: A Practical for Consultants, Contractors, and Other Professionals	Longman Sc & Tech
0566078228	Harrison, F. L. and Lock, D.	2004	Advanced Project Management: A Structured Approach, 4 <sup>th</sup> Edition	Gower Publishing Company
0566087723	Lock, D.	2007	Project Management, 9 <sup>th</sup> Edition	Ashgate
0415421632	Reiss, G.	2007	Project Management Demystified	Taylor & Francis

0071549749	Rodney Turner, J.	2008	The Handbook of Project-Based Management: Leading Strategic Change in Organizations, 3 <sup>rd</sup> Edition	McGraw – Hill Professional
1405158247	Walker, A.	2007	Project Management in Construction, 5 <sup>th</sup> Edition	Wiley Blackwell

In addition you should consult the University on-line resources. In particular, MyiLibrary contains a range of ebooks. The Construction Information Service (CIS) and Swetswise and Emerald Full Text offer publications. Also look at the journal collections available, Science Direct for example.

## **COURSE SPECIFICATION**

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**Course Code: LAND 1011**

**Course Title: Real Estate Development and Investment  
Level: 7**

**Department: Property & Construction Management**

**School: Architecture, Design and  
Construction**

**Course Coordinator: Mark Daley**

**Credit: 20**

**Pre-requisites: None**

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### **Introduction and Rationale:**

The course will bring together methods of appraising real estate investment and development within the context of a market-led economy at a national and international level. Thus, the course enables students in the built environment context to appreciate the place of real estate in an economy and provides a basis for them to handle issues and problems related to the investment, development and financial performance of such assets.

### **Aims:**

- To enable participants to understand and apply appraisal methods applicable to real estate.
- To apply appraisal techniques to property investment and development projects.
- To enable participants to develop models for appraising property assets and to enable critical examination of these models including analysis of risk and performance measurement.
- To examine real estate investment and development projects in wider, global, financial and economic contexts and apply financial theory to their appraisal and management.
- To develop skills for effective decision-making in managing investment and development projects including consideration in a portfolio context.

### **Learning Outcomes:**

At the end of the course, participants will be able to:

- apply appraisal methods to investment and development scenarios;
- recognise and reflect on the complexity of decision making in the management of property investment and in developing property projects;
- understand the wider economic and financial context in which property decisions are made, providing explanations of the role of property in multi-asset portfolios;
- apply quantitative approaches in appraisal and management, including risk appraisal and performance measurement and formulate more innovative proposals;
- to apply modern financial theories to property assets;
- achieve these outcomes with a degree of autonomy.

### **Content:**

**Real Estate Development:** an examination of appraisal techniques and detailed consideration of the approaches to deal with the problems of risk. The financing of property development. The stages of development and the project management of the process.

**Real Estate Investment:** consideration of the general financial and economic context in which property investment occurs, an investigation of other investment media, the characteristics of property as an investment medium and the motives and characteristics of the major investors in commercial property. An examination of property investment valuation and analysis techniques including traditional growth implicit and modern growth explicit approaches. An introduction to the application of modern financial theory to property investment. Property performance measurement and the role of financing in property investment. The liquidity of property and the application of securitization to property investments.

### **Learning and Teaching Activities:**

The course comprises lectures and studio. Studio sessions may include:

- workshops;
- discussion groups and seminars;

- student-led presentations;
- project orientated work;
- self-assessed assignments;
- individual consultations; and
- tutorials.

#### Assessment Details:

Methods of Assessment	Last Item of Assessment	Grading Mode	Weight %	Min Pass Mark	Word Length	Outline Details
Coursework Assignment	✓	Numeric	100	50%	4000	Portfolio of activity including essays and presentations as appropriate

Is the student required to pass ALL elements of assessment in order to pass the course?	NO
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#### Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0333-771281	Balchin, P.N., Isaac, D.	2000	Urban economics: A Global Perspective	Palgrave Macmillan, Basingstoke
9781408135559	Baum, A. & Crosby, N.	2008	Property Investment Appraisal, 3 <sup>rd</sup> Edition	Blackwell
9780728205505	Enever, N., Isaac, D. and Daley, M.	2009	The Valuation of Property Investments, 7 <sup>th</sup> Edition	Estates Gazette, London
0582-31612X	Hoesli, M.	2000	Property Investment: Principles and Practice of Portfolio Management	Pearson, Harlow
0333-987144	Isaac, D.	2003	Property Finance, 2nd Edition	Palgrave Macmillan, Basingstoke
0333-693140	Isaac, D.	1998	Property Investment	Palgrave Macmillan, Basingstoke
0333-471512	Isaac, D. and Steley, T.	2000	Property Valuation Techniques, 2nd Edition	Palgrave Macmillan, Basingstoke
9780415430630	Wilkinson, S. and Reed R.	2008	Property Development, 5 <sup>th</sup> Edition	Routledge

In addition you should consult the University on-line resources. In particular, MyiLibrary contains a range of ebooks. The Construction Information Service (CIS) and Swetswise and Emerald Full Text offer publications. Also look at the journal collections available, Science Direct for example.

## **COURSE SPECIFICATION**

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**Course Code: RESE 1008**

**Course Title: Research Methods**

**Level: 7**

**Department: Property & Construction Management**

**School: Architecture, Design and Construction**

**Course Coordinator: Terry McDonald**

**Credit: 10**

**Pre-requisites: None**

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### **Introduction and Rationale:**

This course on research methods is designed to introduce students to the range of research methodologies and techniques of data collection and presentation that may be in an MSc dissertation.

### **Aims:**

- To introduce a range of research methods and to examine their use, advantages and disadvantages in the context of an MSc dissertation.
- To equip the student with sufficient expertise to adopt and use an appropriate research strategy to approach their dissertation.
- To study the techniques necessary for collecting presenting, synthesising and analysing data.

### **Learning Outcomes:**

At the end of the course the student will be able:

- be able to recognise the use, advantages and disadvantages of the different research methodologies as a means of solving a research hypothesis;
- have developed a research proposal, identified a suitable research methodology and outlined a programme of work for their dissertation.

### **Content:**

Introduction to a range of quantitative and qualitative research methodologies suitable for application to dissertations in the fields of social science, history, architecture and design, management, technology and economics as related to the built environment.

Analysis and synthesis techniques for quantitative and qualitative data sets.

Drawing conclusions and presenting research findings.

### **Learning and Teaching Activities:**

The subject will be delivered by a combination of formal lectures and tutorials.

### **Assessment Details:**

<b>Methods of Assessment</b>	<b>Last Item of Assessment</b>	<b>Grading Mode</b>	<b>Weight %</b>	<b>Min Pass Mark</b>	<b>Word Length</b>	<b>Outline Details</b>
Coursework Assignment	✓	Numeric	100	50%	2000	Research Proposal

Is the student required to pass ALL elements of assessment in order to pass the course?	NO
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**Indicative Texts:**

<b>ISBN Number</b>	<b>Author</b>	<b>Date</b>	<b>Title</b>	<b>Publisher</b>
0335215041	Bell, J.	2005	Doing Your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science, 4 <sup>th</sup> Edition	Open University Press
1412965578	Creswell, J. W.	2008	Research Design Qualitative, Quantitative, and Mixed Methods Approaches	Sage Publications Inc.
140517790X	Fellows, R. F. & Liu, A. M. M.	2008	Research Methods for Construction 3 <sup>rd</sup> Edition	Wiley Blackwell
0340806567	Greenfield, T.	2002	Research Methods for Postgraduates, 2 <sup>nd</sup> Edition	Hodder Arnold

In addition you should consult the University on-line resources. In particular, MyiLibrary contains a range of ebooks. The Construction Information Service (CIS) and Swetswise and Emerald Full Text offer publications. Also look at the journal collections available, Science Direct for example.

## COURSE SPECIFICATION

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**Course Code:** BUSI 1160  
**Course Title:** Risk Management  
**Level:** 7  
**Department:** Property & Construction Management

**School:** Architecture, Design and Construction  
**Course Coordinator:** Stuart Allan  
**Credit:** 20  
**Pre-requisites:** None

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### Aims:

The course aims to:

- Explore, evaluate and build on the existing theory and practice of risk, risk assessment and risk management as it applies to projects;
- Introduce and develop an appreciation and understanding of the different types of risk a project can be faced with;
- Develop a conceptual framework for rational decision making in the uncertain environment of project management;
- Develop skills and decision making in the presence of risk in projects.

### Learning Outcomes:

At the end of the course, the student will:

- understand the importance of risk and its control in project management
- be able to reflect on and apply scientific, technical and social disciplines which inform the study of risk management
- be able to evaluate and appreciate the range of risks that apply to a project
- be able to apply a range of risk analysis techniques within a project management context
- be able to develop and apply an appropriate risk control and management strategy within a project management context

### Content:

- Theory, practice and concepts of risk, risk assessment, risk analysis and risk management. Benefits of risk analysis and control.
- Sources of risk in projects.
- Risk categories: financial, corporate, enterprise, safety, political, environmental, project.
- Quantitative and qualitative assessment of risk. Probability and uncertainty. Perception of risk.
- Risk Control and Management strategies.

### Learning and Teaching Activities:

The course will be delivered mainly by lectures and tutorials but extensive use will be made of WebCT.

### Assessment Details:

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Assignment		%	50	50%	2500	Portfolio of activity including essays and presentations as appropriate
Examination	√	%	50	50%	N/A	Case-based examination

Is the student required to pass ALL elements of assessment in order to pass the course?	YES
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
9780415490900	Ale, B.	2009	Risk: An Introduction. The Concepts of Risk, Danger and Chance	Routledge
9781405107860	Boussabaine, A. , Kirkham, R.	2004	Whole Life-Cycle Costing: Risk and Risk Responses*	Wiley
0 471 95804 2	Chapman, C. & Ward, S.	2004	Project Risk Management. Processes, Techniques and Insights, 2 <sup>nd</sup> Edition *	Wiley
0 52100946 4	Flyvbjerg, B., Bruzelius, N. & Rothengatter, W.	2003	Megaprojects and Risk: An Anatomy of Ambition	Cambridge
0 86017 441 7	Godfrey, P. S.	1996	Control of Risk: A Guide to the Systematic Management of Risk	CIRIA
0 415 26056 6	Loosemore, M. , Raftery, J. , Reilly, C. , Higgon, D.	2006	Risk Management in Projects, 2 <sup>nd</sup> Edition	Taylor and Francis
0419184201	Raftery, J.	1994	Risk Analysis in Project Management*	Spon
9781405130127	Smith, N. J. , Merna, T. , Jobling, P.	2006	Managing Risk in Construction Projects*	Blackwell

**\*Available through MyiLibrary**

In addition you should consult the University on-line resources. In particular, MyiLibrary contains a range of ebooks. The Construction Information Service (CIS) and Swetswise and Emerald Full Text offer publications. Also look at the journal collections available, Science Direct for example.

## COURSE SPECIFICATION

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**Course Code:** TOWN 1018  
**Course Title:** Strategic Housing  
**Level:** 7  
**Department:** Property & Construction Management

**School:** Architecture, Design and Construction  
**Course Coordinator:** Maureen Rhoden  
**Credit:** 20  
**Pre-requisites:** None

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### Introduction and Rationale:

This course is intended to enable property and built environment professionals and new entrants wishing to enter the housing profession to augment and develop their skills, and critical reflection of housing management, development and finance at a strategic level while building upon previous knowledge and abilities. The course takes a wide and progressive perspective of housing and exposes students to good practices used in a variety of housing organisations within the United Kingdom and internationally

### Aims:

- To examine relevant theories and principles in relation to housing
- To analyse examples of good practice in housing management, finance and development within the United Kingdom and internationally
- To critically reflect on the role of valuing diversity within the housing profession
- To critically reflect on the effect of legislation and housing
- To develop a range of key management skills and techniques
- To develop an analytical, strategic, critical and evaluative approach to housing

### Learning Outcomes:

On completion of the course, students will have:

- demonstrated a greater awareness of relevant theories and concepts
- demonstrated the ability to analyse and evaluate organisations, situations and problems from a management perspective
- demonstrated the ability to critically reflect on the requirements of management in housing organisations within the United Kingdom and internationally
- demonstrated the ability to develop strategies for the management of housing organisations

### Content:

Housing theory and concepts, strategic housing management, finance and development, regeneration, homelessness, over-crowding and public health, urbanisation and housing pressures, the role of government, sustainable development and valuing diversity

### Learning and Teaching Activities:

These will be based on a core of formal lectures with studio work, seminars, workshops projects and case studies.

### Assessment Details:

Methods of Assessment	Last Item of Assessment	Grading Mode	Weight %	Min Pass Mark	Word Length	Outline Details
Coursework Assignment	✓	Numeric	100	50%	4000	Portfolio of activity including essays and presentations as appropriate

Is the student required to pass ALL elements of assessment in order to pass the course?	NO
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**Indicative Texts:**

<b>ISBN Number</b>	<b>Author</b>	<b>Date</b>	<b>Title</b>	<b>Publisher</b>
0 415 25214 8	Balchin, P. and Rhoden, M.	2002	Housing Policy: An Introduction	Routledge
1 900396 64 5	Blackaby, B. and Chahal, K.	2000	Black and Ethnic Housing Strategies: A Good Practice	CIH
1 900396 59 9	Blackaby, B.	2000	Understanding Local Housing Markets – Their Role in Local Housing Strategies	CIH
N/A	CIH	2004	Housing Management Standards Manual	CIH

In addition you should consult the University on-line resources. In particular, MyiLibrary contains a range of ebooks. The Construction Information Service (CIS) and Swetswise and Emerald Full Text offer publications. Also look at the journal collections available, Science Direct for example.

## COURSE SPECIFICATION

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**Course Code: TOWN 1030**

**Course Title: Sustainable Regeneration and Housing  
Level: 7**

**Department: Property & Construction Management**

**School: Architecture, Design and  
Construction**

**Course Coordinator: Maureen Rhoden**

**Credit: 20**

**Pre-requisites: None**

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### **Introduction and Rationale:**

This course is intended to enable property and built environment professionals and new entrants wishing to enter the housing profession to augment and develop their skills, and critical reflection of housing and regeneration at a strategic level while building upon previous knowledge and abilities. The course takes a wide and progressive perspective of housing and exposes students to good practices used in a variety of social housing organisations within the United Kingdom.

### **Aims:**

- To examine relevant principles in relation to housing and regeneration
- To analyse examples of good practice in housing and sustainable regeneration, within the United Kingdom.
- To critically reflect on valuing diversity and sustainable communities within housing regeneration
- To critically reflect on the effect of legislation and government policies
- To develop a range of key project management skills and techniques using Egan principles and joint working
- To develop an analytical, strategic, critical and evaluative approach to housing and sustainable regeneration

### **Learning Outcomes:**

On completion of the course, students will have:

- demonstrated a greater awareness of relevant regeneration concepts
- demonstrated the ability to analyse and evaluate organisations, situations and problems from a management perspective
- demonstrated the ability to critically reflect on strategies for regeneration in housing organisations within the United Kingdom
- demonstrated the ability to analyse economic development and its relationship to housing and regeneration

### **Content:**

- Consider the role and impact of key players in the regeneration process
- Analyse sustainable housing communities
- Apply and examine the principles of Egan and collaborative working
- The role and effect of government policies
- Community capacity building and social capital.

### **Learning and Teaching Activities:**

These will be based on a core of formal lectures with studio work, seminars, workshops projects and case studies.

**Assessment Details:**

Methods of Assessment	Last Item of Assessment	Grading Mode	Weight %	Min Pass Mark	Word Length	Outline Details
Assignment 1	✓	Numeric	100%	50% overall	4000	Portfolio of activity including essays and presentations as appropriate

Is the student required to pass ALL elements of assessment in order to pass the course?	NO
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**Indicative Texts:**

ISBN Number	Author	Date	Title	Publisher
9780862975470	Broomfield, R. and Drury, A.	2009	Developing Affordable Housing: A Guide to Development Regeneration	NHF
1412934915	Jones P. and Evans J.	2008	Urban Regeneration in the UK	SAGE
9780415568524	Paddison, R. and Miles, S. (Eds)	2009	Culture-Led Urban Regeneration	Routledge
9780415425971	Tallon, A.	2009	Urban Regeneration in the UK	Routledge

In addition you should consult the University on-line resources. In particular, MyiLibrary contains a range of ebooks. The Construction Information Service (CIS) and Swetswise and Emerald Full Text offer publications. Also look at the journal collections available, Science Direct for example.

## APPENDIX B

### Change of Pass mark to 50%

#### UNIVERSITY of GREENWICH SCHOOL of ARCHITECTURE, DESIGN & CONSTRUCTION

#### **Important notification to students and staff on the change of pass mark for courses at level 7 (Master level) for the year 2010-11 and any subsequent academic years.**

The Academic Council of the University of Greenwich has agreed that the pass mark for courses at level 7 (Master level) will be raised from 40% to 50% starting in the academic year 2010-11.

All students should be reassured that there has been no change in standards, merely a change in marking conventions.

This is what it would mean for students and staff involved in level 7 courses that are part of a programme at, or hosted by the School of Architecture, Design & Construction:

#### **New Students:**

- The pass mark will be 50% for all courses at level 7 (Master level) for all new students embarking on any courses at level 7 (Master level) as part of their studies. This is most likely to apply to students on Master programmes, but also to students on the Diploma in Architecture, the Diploma in Landscape Architecture and any other programme where there are courses at level 7 (Master level).

#### **Continuing Students:**

- Referred assessments: The pass mark will be 40% for referred/deferred assessments or examinations that will be considered by the re-sit Progression & Award Boards (PAB) in September 2010. Referred marks will be capped at 40% as per the University Academic Regulations for Taught Awards applicable in 2009-10. **This clause no longer applies to the 2011-12 session. Referred marks for level 7 courses started in 2010-11 will be capped at 50% for the overall course mark.**
- Courses started in 2008-09 or in 2009-10: For some programmes, students have embarked on a course in 2008-09 or in 2009-10 (e.g. the Personal Learning Portfolio in distance learning programmes) that will be finally assessed in 2011-12. In these cases, the pass mark will be 40%. There are very few courses to which this rule applies.
- Repeating a course in its entirety: The pass mark will be 50% for any courses at level 7 (master level) that students have to repeat in their entirety in the academic year 2010-11 and in any subsequent academic years.
- Repeating Failed Assessment only (code FA) for an element of a course but not repeating the course in its entirety: As the assessment will be the same as the assessment set for students taking the assessment for the first time in 2011-12, the

pass mark will be 50% for the assessment (including examination) and the Progression & Award Board (PAB) will decide whether the whole course is passed, bearing in mind any specific course or programme regulations (for instance, in some programmes, specific elements, or a combination of elements of a course have to be passed).

- Embarking on a course for the first time: The pass mark will be 50% for continuing students who are embarking on a course at level 7 (master level) in the academic year 2010-11 and any subsequent academic years for the first time.

### **For all students:**

- Compensatable marks: In cases where the pass mark is 50%, the compensatable range becomes 40-49%, but only if compensation is allowed by the programme regulations.
- Level 6 courses: The pass mark will be 40% for courses at level 6 (previously known as level 3) that are part of the approved structure of a Master programme or of a post graduate programme.

### **Glossary:**

**Course:** courses are the basic components of your programme of study. The credit rating for each course varies, i.e. some courses are worth 15 credits, others 20 or 30 or 45 credits etc. We are gradually updating our course specifications to reflect the rise in pass mark for level 7 courses. However, you may still find some course specifications in some documents that still indicate that the pass mark is 40%. This is superseded by the above notice.

**Programme:** the collection of courses leading to an award or awards. This is called a programme of study, i.e. a BA (Hons), an MSc, an HND, a Diploma, etc.

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**UNIVERSITY OF GREENWICH**  
**SCHOOL OF ARCHITECTURE, DESIGN & CONSTRUCTION**

**GUIDELINES TO MARKING AND CLASSIFICATION CONVENTIONS FOR  
COURSES AT ACADEMIC LEVEL 7 (MASTER LEVEL)**

	%	<b>Generic Assessment Criteria *</b>	
		%	
Distinction	70 – 100	86 – 100	The work examined is exemplary and provides clear evidence of a complete grasp of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also ample excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied.
		76 – 85	The work examined is outstanding and demonstrates comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied.
		70 – 75	The work examined is excellent and is evidence of comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
Merit	60 – 69	65 – 69	The work examined is very good and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also very good evidence showing that all the learning outcomes and responsibilities appropriate to the Level are satisfied.
		60 – 64	The work examined is good and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also good evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
Pass	50 – 59	55 – 59	The work examined is sound and there is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also sound evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
		50 -54	The work examined is sound and acceptable but provides limited evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also sound but barely limited evidence showing that all the learning outcomes and responsibilities to that Level are satisfied.
<b>Fail or Compensatable</b> (If allowed by Programme)	40 – 49	45 – 49	The work examined narrowly fails to provide sufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is acceptable but restricted evidence showing that the majority of the learning outcomes and responsibilities appropriate to

regulations)			that Level are satisfied.
		40 – 44	The work examined provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is acceptable but significantly restricted evidence showing that some of the learning outcomes and responsibilities appropriate to that Level are satisfied.
<b>Fail</b>	30 -39	35 – 39	The work examined is unacceptable and provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is acceptable but significantly restricted evidence showing that only few of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		30 – 34	The work examined is unacceptable and provides restricted evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence provided shows that very few of the learning outcomes and responsibilities appropriate to that Level are satisfied.

	0 -29	20 – 29	The work examined is unacceptable and provides little evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that very little of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		10 – 19	The work examined is unacceptable and provides negligible evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		0 – 9	The work examined is unacceptable and provides no evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied.

\* These assessment criteria are generic and apply to courses at level 7 across the School of Architecture & Construction. Each department supplements these with its own subject-specific criteria in line with the appropriate subject benchmarks and other requirements relevant to the discipline, NOT ONLY for the conferment of degrees BUT ALSO the marking of individual assessment tasks.

## APPENDIX C

### Description of academic levels

As you progress through your programme the courses become more complex, more demanding, i.e., they move up a level.

The level of a course indicates its seniority within the Programme Curriculum.

The Framework is divided into a series of sequential levels which relate to the standards of work and not necessarily to the year in which the course is taken during a programme of studies; At each level awards are available in line with the Framework for Higher Education Qualifications (FHEQ).

An appropriate level shall be assigned to a course according to the following definitions:

Level 0 Access to Higher Education.

Level 4 (previously called level 1) Provides basic knowledge, skills and competence.

Level 5 (previously called level 2) Builds on Level 4 and involves an extension and reinforcement of theoretical and/or practical aspects of knowledge.

Level 6 (previously called level 3) Reflects the synthesis of basic knowledge, skills and competence and equips students with tools of analysis and evaluation. Contributes to the Individual's distinctive professional development, where appropriate.

Level 7 (previously called level M or Master level) Provides opportunity to demonstrate:

- (i) the ability to reflect on the significance and inter-relationships of knowledge acquired from a variety of sources
- (ii) the ability on the basis of such reflection to formulate original ideas and innovative proposals
- (iii) the ability to carry out the activities in (i) and (ii) with a fair degree of autonomy.

Level 4 courses are taught early in the undergraduate degree programmes. Level 5 in the middle, Level 6 at the final part of the undergraduate degree programmes.

If you go on to study for either a graduate Diploma, or the post graduate Certificate or a Masters, then most of the courses are taught at a graduate/post-graduate level, at Level 7.

*Note: as the level nomenclature has recently been changed at the University, you may still find course specifications with the old nomenclature (e.g. level 1, 2, 3 or M). We are gradually updating all our documentation.*