PROGRAMME SPECIFICATION

1. General information

Awarding Body / Institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Parent Faculty	Business Computing and The Digital Industries - BCDI
Parent School	Business School - Construction and Built Environment
Professional accreditation body	To be requested by RICS
Final award	MSc
Title of programme(s)	Construction Project Management
Subsidiary (fallback) award(s)	Postgraduate Diploma Construction Project Management, Postgraduate Certificate Construction Project Management
Honours type	N/A
Duration and mode(s) of study	1 Year Full Time
Month/year of approval of programme	Sept 2024
Periodic review due date	2028-29
HECoS subject code(s)	100150 construction and the built environment 100151 construction management
UCAS course code(s)	N/A

2. Aims of the programme

Rationale and general aims, including what is special about this programme ***(from the student's and a marketing perspective)***
The Postgraduate MSc Construction Project Management (CPM) is designed for individuals who have a background in construction or a related field and wish to advance their career in construction project management. CPM postgraduate candidates are typically professionals who have already gained some experience in the industry and are looking to enhance their knowledge and skills to take on more senior roles in managing construction projects. Construction Project Managers (CPMs) play a vital role in society as they are responsible for overseeing and managing construction projects from start to finish. They ensure that projects are completed on time, within budget, and to the highest quality standards. CPMs also have a crucial role in ensuring the safety and well-being of workers and the surrounding community. The programme is designed for those wishing to attain their professional chartered status by studying on a programme designed for accreditation pathways of the Association of Project Management (APM), the Chartered Institute of Building (CIOB) and Royal Institution of Chartered Surveyors (RICS). The programme is designed to equip students with the necessary technical expertise, high aptitudes and critical thinking abilities required to excel in senior leadership roles within construction management.

Construction Project Managers play a crucial role in shaping the built environment and have a significant impact on society as a whole. They are responsible for overseeing and managing construction projects, ensuring their successful completion within budget, on schedule, and to the highest quality standards.

The specific aims of the MSc Construction Project Management Programme are:

- To develop a comprehensive understanding of advanced construction project management principles and practices.
- To develop students' proficiency in utilising advanced construction software and data management for decision-support in construction project management.
- To develop students who are critical thinkers, equipped with excellent communication skills and problem-solving of contemporary issues in construction project management.
- To cultivate critical thinking abilities to evaluate and interpret complex projects and industry standards to ensure compliance and mitigate disputes.
- To develop strongly analytical students who are enthusiastic about collaborating in multidisciplinary teams to successfully deliver projects within time, cost, quality, and building safety standards.
- To equip students with reflective skills for lifelong learning and experiences that foster a high commitment to personal professional development and excellence in ethical conduct and behaviour within the field of construction project management.

The MSc in Construction Project Management programme is also designed to provide students in middle to senior management positions or those looking to a career change as a means of supporting their own professional and career development.

Across the programme, there is a particular focus on employability and leadership skills. Professional development is embedded in the modules *'Construction Technology and Design 3* ' and the *'Professional Practices for Project Management'* as well as the *'Managing Construction Contracts & Procurement Strategies'* which helps students aiming to foster a passion for senior leadership and lifelong learning in construction project management as well as contract management while seeking to attain a chartered Project Manager builder's status in what are diverse career opportunities of construction project management.

What sets the MSc Construction Project Management programme apart at Leeds Trinity University is its unique emphasis on employability, and close liaison with local and international firms. The programme is designed to enhance students' employability by providing them with practical industrial experience based around real world case studies developed in collaboration with top employers. This hands-on approach allows students to develop the skills and knowledge that are directly applicable to the industry, making them highly sought after by employers upon graduation.

The programme also places a strong emphasis on global sustainability and global social justice, recognising the importance of considering the environmental and social impacts of construction projects. Students will have the opportunity to develop a deep understanding of sustainable construction practices and how they can contribute to creating a more environmentally friendly and socially just built environment.

Furthermore, the MSc Construction Project Management programme at Leeds Trinity University maintains a close liaison with local UK industry and international firms. This ensures that the programme remains up-to-date with the latest industry trends and practices, providing students with relevant and practical knowledge. The programme also offers networking opportunities and industry placements, allowing students to build valuable connections and gain real-world experience.

The target market for graduates of the MSc Construction Project Management programme includes construction companies, consultancy firms, public sector organisations, real estate and property development companies, as well as infrastructure and utilities companies. These sectors offer a wide range of career opportunities for construction managers to apply their advanced skills and knowledge in various projects and settings.

Upon completion of the programme, graduates will be well-prepared for their future careers as construction project managers. They will have the necessary advanced skills and knowledge to

successfully manage complex projects in teams, ensuring their timely completion, cost-effectiveness, and adherence to quality and safety standards.

The programme also provides a pathway for further studies, such as PhDs in Construction Project Management, allowing graduates to continue their professional development and pursue advanced roles in the industry.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **practical skills specific to the subject (P)** *(for example, lab skills and similar)*
- **employability skills (postgraduate) (E) or attributes and skills (undergraduate) (AS)**

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

K1	Demonstrate a critical understanding of complex theories, and principles in construction project management, including strategic planning, and organisational leadership.
K2	Integrate knowledge and concepts from various disciplines and to develop innovative solutions to complex project management challenges.
K3	Develop a global perspective of the cultural, economic, environmental and social justice factors that influence delivery of construction projects in different regions of the world.
K4	Ability to stay updated with emerging trends, best practices in construction management, and a deep understanding of their potential impact on project management practice.
P1	Demonstrate advocacy for use of planning tools, and the ability to navigate the software interface, utilise advanced functionalities for decision support in project planning.
P2	Demonstrate strong ability to build relationships with clients giving insight in their expectations of the value of construction planning software.
P3	Demonstrate strategic thinking skills by utilising advanced project planning software to develop comprehensive risk mitigation strategies, monitor and control risks throughout the project lifecycle.
Intellectual/cognitive/'thinking' skills(I)	
I1	Develop critical, independent thinking to engage in research and contribute to the advancement of knowledge in the field of construction project management.
I2	Critically analyse and synthesize complex and diverse information from multiple sources to develop evidence-based solutions to construction project management challenges.
I3	Conduct autonomous research and evaluate the advancements in the use of construction planning software, contributing and informing evidence-based decision-making
I4	Apply strategic thinking to complex ethical dilemmas in construction projects making informed decisions for stakeholders, societal impact, and long-term sustainability.
Enterprise and Entrepreneurship Skills (EE)	
EE1	Identify and pursue entrepreneurial opportunities as evidence of innovative thinking, business acumen, and implement strategies for sustainable growth and success.
EE2	Demonstrate proficiency in identifying and pursuing entrepreneurial, innovative thinking and business acumen to support decision making in the management of construction projects and clients' interests.

EE3	Exhibit a deeper insight of global factors that impact construction management, including cultural differences, international regulations, and adapt management plans accordingly.
Employability Outcomes**	
Employability skills are embedded and assessed throughout your programme. Therefore, we use a generic set of employability outcomes at all levels of study.	
E1	**Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient.
E2	**Team-working** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others.
E3	**Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability.
E4	**Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources.
E5	**Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes.
E6	**Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget.
E7	**Application of information technology** – the ability to identify and use the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.
E8	Entrepreneurship**/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities.
E9	**Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements
(including appropriate references to any PSRB, employer or legislative requirements)

All Leeds Trinity University programmes are congruent with the Frameworks for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) (formerly National Qualification and Credit Framework (NQF)).

The MSc Construction Project Management programme is also congruent with the requirements of QAA 2470 (November 2019); and recently the Subject Benchmark Statement: Land Construction and Real Estate and Surveying (qaa.ac.uk version released for consultation, October 2023) and Higher Education Credit Framework for England (FHEQ), QAA UK Quality Code for Higher Education, Part A: Setting and Maintaining Academic Standards – The Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies, October 2014; Qualification Frameworks 2023 Subject Benchmark Statement – Land Construction Real Estate and Surveying (qaa.ac.uk).

In addition, the programme is designed using competencies set out by the CIOB Educational Framework for Masters' Degree Programmes which stipulate the training requirements for Construction and Built Environment professional qualifications for the Chartered Builder status. In the desire to draw for RICS Chartered Surveyor status accreditation, due attention has also be given to the Global accreditation-Policy and Process for Royal Institution of Chartered Surveyors (RICS) and the Requirements and Competencies Guide of 2018 for those wishing to attain their professional chartered status by studying on a programme designed for accreditation pathways of the Association of Project Management (APM), the Chartered Institute of Building (CIOB) 2019 Educational Framework and the Royal Institution of Chartered Surveyors (RICS) and competencies as set out by the 2019 CIOB (Chartered Institute of Building).

4. Learning outcomes for subsidiary awards

Learning outcomes for the award of Postgraduate Certificate:

On successful completion of 60 credits at Level 7, students will have demonstrated an ability to:

i) Develop new skills to a high level and advance knowledge and understanding of complex theories, concepts, and principles related to construction planning tools software in the field of construction management.
ii) Integrate knowledge and concepts from computer science and project management, to develop a comprehensive understanding of how construction planning tools can be effectively utilised in construction management.
iii) Communicate, as a project manager, judgements and conclusions to different duty holders within a construction project.
iv) Develop the qualities and transferable skills necessary for employment within a construction project management practice including the ability to work and lead others in teams within a construction project management practice.

Learning outcomes for the award of Postgraduate Diploma

On successful completion of 120 at Level 7, students will have demonstrated, **in addition to the outcomes for a Postgraduate Certificate**:

i) Demonstrate ability to efficiently identify and pursue entrepreneurial opportunities in the construction industry, demonstrating creativity, innovation, and a proactive approach to problem-solving and business development.
ii) Develop and implement strategic plans for construction projects, aligning project objectives with organisational goals, and effectively executing plans to achieve desired outcomes.

iii) Ability to engage and manage relationships with diverse stakeholders, including clients, government agencies, community groups, and industry partners fostering positive and collaborative relationships to achieve project success;
iv) Develop and implement strategic plans for construction project management aligning project objectives with organisational goals, and effectively executing plans to achieve desired outcomes.

5. Content

Summary of content by theme
(providing a 'vertical' view through the programme)

Indicative content for MSc Construction Management

Mandatory and Technical Core Pathways for Construction Management

The MSc Construction Project Management programme offers a comprehensive curriculum which provides a strong understanding of construction management principles and practices around the globe.

Construction Technology Design 3: The programme emphasises the development of skills Construction Technology Design 3 which builds upon the knowledge gained in previous undergraduate study for construction technology modules. The module focuses on advanced concepts and techniques in construction design. In this module, built environment professionals are reminded of the need to handle construction activity sensitively by using land for infrastructure and development sensitively and ethically so that the effects of climate change do not continue to disproportionately blight marginalised communities and vulnerable populations of the world. Pro-climate change policies and designs align with the principles of social justice by addressing environmental inequalities and promoting equitable access to a safe sustainable built environment. Social Justice helps bring attention to how the sector can create more resilient communities and reduce the social and economic disparities exacerbated by climate change. It also includes a co-creation element, allowing students to choose specific topics for their industry.

Curriculum for Social Justice. The program incorporates the principles of social justice and global trends in construction, addressing challenges such as gender and age gaps, forced child labour issues and skill shortages, and global issues of pay inequalities in the construction sector.

Professional Practice of Project Management: This module focuses on equipping students with the knowledge and skills necessary to effectively manage construction projects and lead project teams. The students will explore various aspects of project management, including project initiation, planning, execution, monitoring, and closure. They will also explore the project management methodologies, such as the Project Management Body of Knowledge (PMBOK), SCRUM, Agile, Lean methods and Modular and prefab projects within the context of construction project management. Students will also gain an understanding of project management tools and techniques, such as work breakdown structures, Gantt charts, and critical path analysis that inform the project management process. The module covers key project management processes, including scope management, time management, cost management, quality management, risk management, and stakeholder management. Real-world project scenarios will aid the decisions regarding project planning, execution, and control. By the end of the module, students will have a solid understanding of the professional practices of project management.

Construction and Property Economics: This module focuses on the economic aspects of construction and property development. Students will learn about the principles of economics as they apply to the construction industry, including supply and demand, cost estimation, and financial analysis. They will explore topics such as project feasibility, investment appraisal, and cost control; economic considerations in property development, including market analysis, property valuation, and property investment strategies. Students will gain a deep understanding of the economic factors that influence construction

projects and property development, enabling them to make informed decisions and manage resources effectively.

Managing Construction Contracts & Procurement Strategies: This module focuses on equipping students with the knowledge and skills necessary to effectively manage construction contracts and develop procurement strategies in the context of construction project management. They module also explores the different contractual arrangements, factors that lead to dispute and as an aspect of contract administration the need to understand the legal frameworks in which construction projects are procured. The module also considers the factors that are least adversarial and influencing procurement decisions based on case studies and practical exercises arranged in collaboration with industry practitioners. Working on real-world scenarios enable students to make informed decisions regarding contract administration, procurement methods and risk management all of which are core competencies of a construction project manager.

Postgraduate Research & Dissertation: The postgraduate dissertation is a significant component of the MSc Construction Management program. It provides students with an opportunity to undertake an independent research project in a specific area of construction management. Students will work closely with a supervisor to define their research topic, conduct a literature review, collect and analyze data, and present their findings in a written dissertation. The dissertation allows students to demonstrate their research skills, critical thinking abilities, and in-depth understanding of a particular aspect of construction management. It also provides a platform for students to contribute to the existing body of knowledge in the field.

Sustainability, the programme also provides a balanced approach to the economics of the construction industry and a deeper reflection on the negative impact of construction activity on the environment. The programme delves deeper by looking at global CSR issues and environmental responsibilities, which present climate change as a global crisis that poses a significant threat to the ecosystem, communities, and future generations of mankind.

Professional and Personal Development

Professional and personal development are key components of the programme, with accreditation by professional bodies such as RICS. Graduates are eligible for Chartered Construction Manager and can choose to pursue a Chartered member status of the RICS.

The programme also focuses on developing transferable and employability skills valued by employers through regular personal development meetings with tutors and industry mentors.

6. Structure

Programme Structure – MSc Construction Project Management (Single Honours)			
Duration	1- year full-time		
Total credit rating	360 (180 ECTS)		
Level 7 – With effect from: September 2024			
Core: You are required to take the following modules.			
Module Code	Module Title	Semester	Credits
CON7003	Construction Technology & Design 3	Term 1	30
CON7033	Professional Practice of Project Management	Term 1	30

CON7006	Postgraduate Research Dissertation	Term 2 & 3	60
CON7053	Managing Construction Contracts & Procurement Strategies	Term 2	30
CON7043	Construction and Property Economics	Term 2	30

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and academic experience for the programme

The University's Learning, Teaching and Academic Experience Strategy informs the design of your programme. You can find more information about learning, teaching and assessment for your programme (including information on Integrated Assessment) within the relevant Assessment Handbooks.

The learning, teaching, and assessment strategy for the MSc Construction Project Management programme is designed to meet the requirements of relevant policy documents, including the QAA Framework for HE Qualifications, the relevant QAA Subject Benchmark Statement, the University's Strategic Plan, Learning, Teaching, and Academic Experience Strategy, and Curriculum for Social Justice. The program aims to promote active learning, critical reflection, and teamwork among students.

The program utilises both **synchronous and asynchronous** learning approaches. Synchronous learning, which involves shared learning experiences, is predominantly used in the first part of semester 1 for technical modules. In these sessions, the tutor acts as a facilitator, guiding the learning process to engage the learners. As construction is a vocational subject, students need to understand and memorize key facts and terminologies related to the anatomy of buildings. To facilitate this, "Mock-up" Models are used during demonstration sessions to familiarise students with the terminologies and help them communicate effectively.

On the other hand, asynchronous learning, which emphasises student-led activities, is embedded into the programme. Students are encouraged to take the lead in their learning, with the support and facilitation of expert tutors. Various teaching methods are employed, with an emphasis on active learning. All taught modules in the programme are delivered through a combination of lectures, case study reviews, and still pictures of construction projects. Small group tutorials/seminars and computer software demonstrations are also used to enhance learning.

Module assessments in the programme cover a wide range of written forms, presentations, multiple-choice questions, technical drawings, and architectural specifications. These assessments are designed to reflect the academic and employability skills being developed within the programme. They also capture the level learning outcomes specified in the programme. A variety of assessments are set to strike a balance as expected by the **PSBRs**.

Assessments in the program are centred around real-world scenarios, requiring students to apply their knowledge and skills to solve problems.

In addition to subject-specific knowledge, the programme aims to develop **transferable and employability** skills, such as critical thinking and teamwork. Students are encouraged to engage with online resources, including statistical packages and construction information services, to enhance their independent learning. Video tutorials and the Moodle Virtual Learning Environment are utilised to provide learning materials and facilitate communication.

The programme also utilises **learning repositories**, with Moodle being used to support class sessions. Module information and learning materials are posted in advance, and the teaching staff uses the Pre-Live-Post approach to engage students in the learning process. The programme aims to increase the amount of contact time devoted to student-led enquiry, as outlined in the University's Learning, Teaching, and Academic Experience Strategy.

The learning, teaching, and assessment strategy for the MSc Construction Project Management programme aims to provide a comprehensive and engaging learning experience for students. It promotes active learning and critical reflection and prepares students for the demands of the industry. The programme also emphasises co-creative learning, employability skills, and the use of online resources to enhance learning outcomes in construction management.

The programme also focuses on developing transferable and employability skills valued by employers through regular personal development meetings with tutors and industry mentors.

1. Virtual Internships and Simulation Programmes:
The team is developing construction simulations scenarios which depict real world construction scenarios to mitigate lack of access to construction sites due to the hazardous nature of the construction workplace.

The learners will participate in **virtual internships or simulation programmes** that replicate real-world construction scenarios, allowing them to gain practical experience in a safe environment.

2. **Online Courses and Certifications:**
Learners may be supported in enrolling on optional online courses and certifications (paid by the student) related to construction management, project planning, and safety practices to enhance knowledge and skills.

3. Research and Case Studies:
Conduct research and analyse case studies on construction projects to understand industry challenges, best practices, and legal regulations.

4. Networking and Informational Interviews:
Connect with professionals in the construction industry through virtual networking events and informational interviews to learn about their experiences and insights.

5. Mentorship Programmes:
The team has already agreed in part with some industry practitioners, as from experienced professionals in the construction their field, to provide guidance, advice, and support in navigating career development for our learners. This will be an ongoing theme hoping the students can be attached to the same mentor over the duration of their study at LTU

6. Online Workshops and Seminars:
As in the above, students will be encouraged to attend optional online CPD workshops and seminars (student funded) which the team will identify in advance. As these events are conducted by industry experts on topics such as construction law, risk management, sustainability, and innovation in construction, it will allow learners to gain insight on cutting edge issues within the industry

7. Industry Webinars and Podcasts:
Attend industry webinars and listen to podcasts featuring construction professionals discussing industry trends, challenges, and best practices to stay informed and engaged

Incorporating Soft Skills in Formative Assessments to enhance Professional Development for Construction and the Built Environment Students

Evidencing of Soft Skills Development
Soft skills are recognised as non-technical skills that are related to how construction professionals work, interact with others, and navigate their environment. They are often also referred to as interpersonal skills or people skills and are recognised to be essential for personal and professional success. Soft skills are more about the individual students is as a person rather than the specific knowledge they possess. Some of the common soft skills will be recognised through:

1. Communication: The students' ability to effectively convey information, ideas, and thoughts to others through verbal, written, and non-verbal means.

2. Teamwork: The student capacity to collaborate with others, contribute to a group effort, and work

effectively as part of a team.

3. Problem-solving: The skill to identify issues, analyse situations, and develop effective solutions to challenges in a logical and systematic manner.

4. Critical Thinking: The ability to objectively analyse information, evaluate arguments, and make informed decisions based on reasoning and evidence.

5. Leadership: The capability to inspire, motivate, and guide others towards a common goal, as well as take charge and make decisions when needed.

6. Adaptability: The flexibility to adjust to new situations, changes, and challenges, and to remain productive and positive in dynamic environments.

7. Time Management: The aptitude to prioritise tasks, manage time effectively, and meet deadlines without compromising quality or productivity.

8. Emotional Intelligence: The skill to recognise, understand, and manage your emotions and those of others, as well as navigate social interactions with empathy and sensitivity.

9. Creativity: The ability to think innovatively, generate original ideas, and find unique solutions to problems by thinking outside the box.

10. Conflict Resolution: The capacity to address and resolve conflicts, negotiate disagreements, and find mutually beneficial solutions in a constructive manner.

Soft skills therefore, complement technical or hard skills and are embraced equally as important as the technical skills for the construction workplace environment. They contribute to building strong relationships, fostering effective communication, and enhancing overall performance and success in various personal and professional contexts.

Application in practice

1. Virtual Internships and Simulations:
- Accentuate communication, teamwork, and problem-solving skills by engaging in virtual collaborative projects that simulate real construction scenarios.

2. Networking and Informational webinars:
- Practice active listening, interpersonal communication, and relationship-building skills during virtual networking events and informational interviews with industry professionals.

3. Mentorship Programmes:
- Develop leadership, adaptability, and mentorship skills by actively engaging with mentors and seeking guidance on professional development and career goals.

5. Educational Projects and Competitions:
- Enhance creativity, critical thinking, and innovation skills by participating in educational projects and design competitions that require interdisciplinary collaboration and problem-solving.

6. Self-Directed Learning:
-, time management, and lifelong learning skills through self-directed exploration of online resources and independent study on construction topics.

Incorporating Soft Skills in Formative Assessments:

1. Reflective Journals:
- Encourage students to maintain reflective journals to articulate their experiences, challenges, and

learning from real construction scenarios, promoting self-awareness and emotional intelligence.

Scenarios in which risk management was insufficiently conducted, leading to the fatality of a worker, will be showcased. Students will be tasked with selecting from a range of scenarios the most appropriate course of action, identifying the potential cause of the mishap. They will address questions about who the duty holder is and what could have been prevented. The class will scrutinise the hierarchy of decision-making as per legal guidelines to determine whether all foreseeable and reasonably practicable measures were implemented to avert the incident. Ultimately, the legitimacy of the final decision will be examined, focusing on the understanding of the Hierarchy of Decision Making under the law, and its practical application to forestall construction accidents and safeguard the lives of those under duty of care.

Learning to save lives and adhering to legal statutes is most effectively done through real-world scenarios. These scenarios urge learners to critically assess the sequence of events leading up to an incident and the interventions that might prevent a fatality. The presented scenarios will be based on genuine events reported in construction news or contract journal and the health and Safety Executive bulletins. These sources present scenarios which include penalties, fines, and sentences imposed on duty holders. Understanding a practitioner's responsibilities entails substantial reflection on the role of a construction professional and their obligations under contract law, as well as compliance with the Health and Safety at Work Act 1974 and the Construction (Design and Management) Regulations.

2. Peer Feedback Exercises:

- Given the example given above, students will be split into groups to evaluate; weigh the cases and then outline what the decision-making process ought to have been. This then facilitates students to engage in providing peer-to peer feedback. These feedback sessions, where students provide constructive feedback to each other, promote active listening, empathy, and communication skills and are espoused through active learning depicting all the soft skills that CBE students ought to harness and develop and practice so that correct decision making, whatever, the scenario, becomes second nature.

3. Collaborative Projects:

- Assign collaborative projects that require teamwork, communication, and conflict resolution skills, with formative assessments focusing on group dynamics and interpersonal interactions.

4. Case Study Analysis:

- Students will be exposed to construction accidents scenarios reported in national media outlets such as construction new, construction contracts and Health Safety Executive Bulletins. These sources report on real cases. Therefore when students are exposed to such cases, they always have to immense in the scenes as duty holders, and analyse the standard of decision making within the case studies that involve ethical dilemmas, safety challenges, and project management issues, with group or individual assessments given which emphasise on soft skills involving critical thinking, decision-making, and ethical reasoning.

5. Role-Playing Scenarios:

- As outlined in the scenarios above, students will be engaged in role-playing scenarios that simulate negotiation, client interactions, and leadership challenges, imposing themselves in various roles as duty holders, and assessing their ability to navigate complex interpersonal situations.

6. Presentation Skills Development:

- various modules within the programme incorporate presentations as formative assessments to evaluate learners' public speaking, presentation design, and storytelling abilities, enhancing their communication and confidence.

Benefits of Soft Skills Integration and Formative Assessments:

1. Holistic Development:

- Soft skills integration and formative assessments promote holistic development by nurturing students' interpersonal, communication, and problem-solving abilities alongside technical knowledge associated with Construction and Built Environment subject content.

2. Career Readiness:
- Equipping students with soft skills through alternative approaches and reflective assessments enhances their readiness for professional roles in the construction industry.

3. Professional Growth:
- Formative assessments such as Multiple-Choice Questions, focusing on soft skills development facilitate continuous improvement, self-reflection, and personal growth throughout the learner's educational journey.

4. Adaptability and Resilience:
- Soft skills training and formative assessments based on real construction scenarios, prepare students to navigate challenges, collaborate effectively, and adapt to changing work environments in the construction field. These skills prepare them for the real world of work.

Therefore by integrating soft skills development strategies and formative assessments that accentuate interpersonal competencies, students/apprentices can enhance their overall professional readiness, communication abilities, and emotional intelligence, essential for success in the dynamic and collaborative construction industry.

7b) Programme learning outcomes covered

evel 7	Assessed level learning outcomes														Skills development								
	Knowledge & understanding				Practical CM Specific Skills			Intellectual & cognitive - thinking				Entreprise & Entrepreneurship skills			Employability outcomes								
Adjust LO codes as necessary. ↓	K1	K2	K3	K4	P1	P2	P3	I1	I2	I3	I4	EE1	EE2	EE3	E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Knolwedge of Construction Management Processes'	Interdisciplinary Integration of Construtuion Processes	Strategic planning and Execution of construction projects	Professional Leadership	Execution of Project Plans using Construction IT	Stakeholder Engagement & Relationship Managament	Entrepreneureship & Business Development	Critical Analysis & Thinking	Innovation & Reflective Practice	Research Leadership	Ethical Decision Making	Strategic Thinking & Business Acument	Client Relationship management	Global & Cultural Awareness	**Self-management**	**Teamworking**	**Business & sector awareness**	**Problem-solving**	**Communication**	**Application of numeracy**	**Application of IT**	**Entrepreneurship / enterprise**	**Social, cultural & civic**
Construction Technology & Design 3	■	■	■	■	■	■		■	■		■	■	■	■	■	■	■	■	■	■	■	■	■
Professional Practice of Project management	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Construction & Property Economics	■			■			■	■		■	■	■	■	■	■			■	■	■	■	■	■
Management of Construction Contracts & Procurement Strategies	■	■	■	■	■	■		■	■	■	■	■	■	■	■	■	■	■	■			■	■
Postgraduate Research and Dissertation	■		■	■			■	■	■	■	■		■		■			■	■	■			■

8. Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	Yes
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s) (A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)
The following regulations apply, together with the General Academic Regulations: • Programme Regulations for Taught Postgraduate Degrees • Additional Regulations for Work-Based Learning Degrees • Additional Regulations for Visiting and Occasional Students

10. Prerequisites

Details of modules students must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award *Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.*
N/A.

11. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme
It is recognised that fairness, inclusion, and equitable access to learning are fundamental principles in education. In compliance with the ESG Standards outlined in the QAA Educational Framework for Higher Education and the Teaching Delivery Strategy and guidelines under the Equality Act 2010 and the Office for Students - OFS, 2019 The MSc Construction Project Management Programme strives to ensure equitable access to learning for all students regardless of their background. Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.