

## Template C4



# Programme Specification

**Title of Course:** *MSc Management in Construction*

<b>Date first produced</b>	14/12/2012
<b>Date last revised</b>	28/08/2024
<b>Date of implementation of current version</b>	01/08/2024
<b>Version number</b>	6
<b>Faculty</b>	Faculty of Engineering, Computing and the Environment
<b>School</b>	School of Built Environment and Geography
<b>Department</b>	Department of Civil Engineering, Surveying and Construction
<b>Delivery Institution</b>	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	MSc Management in Construction
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	Postgraduate Diploma (PgDip) Postgraduate Certificate (PgCert) – as an exit award only
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	PPMAC1MAC03 PFMAC1MAC02
<b>UCAS code</b> <i>For each pathway</i>	N/A

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	MSc Management in Construction with Civil Engineering
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	Postgraduate Diploma (PgDip) Postgraduate Certificate (PgCert) – as an exit award only
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	PPMGE1MGE01 PFMGE1MGE01
<b>UCAS code</b> <i>For each pathway</i>	

<b>RQF Level for the Final Award:</b>	Masters 180 credits @ level 7 or 300 credits @ level 7 with PP
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	Kingston University
<b>Location:</b>	Penrhyn Road, Kingston
<b>Language of Delivery:</b>	English
<b>Modes of Delivery:</b>	Part-time Full-time With Professional Placement
<b>Available as:</b>	Full field
<b>Minimum period of registration:</b>	Part-time - 2 Full-time - 1 With Professional Placement - 2
<b>Maximum period of registration:</b>	Part-time - 4 Full-time - 2 With Professional Placement -

<p><b>Entry Requirements:</b></p>	<p>The minimum entry qualifications for the programme are:</p> <ul style="list-style-type: none"> <li>• Honours degree (not less than 2.2) or academic equivalent in a construction related discipline, and/or suitable industrial experience.</li> <li>• An honours degree may be waived for exceptional applicants with substantial industrial experience in related subject areas.</li> <li>• Overseas students are required to satisfy the Admissions Officer that they have reached an equivalent academic standard as those required for home students.</li> <li>• A minimum IELTS score of 6.5 overall with 6.0 in Writing and 5.5 in Reading Listening and Speaking or equivalent is required for those for whom English is not their first language.</li> </ul> <p>For both pathways, Management in Construction and Management in Construction with Civil Engineering, the courses are accredited by Chartered Institute of Building (CIOB)</p> <p>For pathway Management in Construction with Civil Engineering, the degree is accredited by the Joint Board of Moderators (JBM) comprising the Institution of Civil Engineers, Institution of Structural Engineers, Institute of Highway Engineers, the Chartered Institution of Highways and Transportation and the Permanent Way Institution on behalf of the Engineering Council (Accreditation of Higher Education Programmes) for the purposes of fully meeting the academic requirement for registration as a Chartered Engineer (CEng).</p>
<p><b>Programme Accredited by:</b></p>	<p>For both pathways, Management in Construction and Management in Construction with Civil Engineering, the courses are accredited by Chartered Institute of Building (CIOB)</p> <p>For pathway Management in Construction with Civil Engineering, the degree is accredited by the Joint Board of Moderators (JBM) comprising the Institution of Civil Engineers, Institution of Structural Engineers, Institute of Highway Engineers, the Chartered Institution of Highways and Transportation and the Permanent Way Institution on behalf of the Engineering Council (Accreditation of Higher Education Programmes) for the purposes of fully meeting the academic requirement for registration as a Chartered Engineer (CEng).</p>

<b>QAA Subject Benchmark Statements:</b>	<ul style="list-style-type: none"> <li>QAA Subject benchmarks Statement for Land, Construction, Real Estate and Surveying</li> </ul> QAA Subject Benchmark Statement for Engineering
<b>Approved Variants:</b>	Yes, we have approved variants required to meet the new Engineering Council (compensation-and-condonement-policy), to allow 4 x 15-credit modules
<b>Is this Higher or Degree Apprenticeship course?</b>	

***For Higher or Degree Apprenticeship proposals only***

<b>Higher or Degree Apprenticeship standard:</b>	n/a
<b>Recruitment, Selection and Admission process:</b>	n/a
<b>End Point Assessment Organisation(s):</b>	n/a

## SECTION 2: THE COURSE

### A. Aims of the Course

- Produce graduates with a detailed advanced knowledge and understanding of management practices and procedures relating to the successful delivery construction projects;
- Allow graduates to acquire interpersonal, design thinking, system thinking complex problem-solving, business and subject-specific skills and the ability to analyse, evaluate, judge and critically reflect upon issues in the management of construction projects;
- To furnish graduates with a firm grasp of quality management, sustainability, health and safety risk management, professionalism, ethics and inclusion practice principles;
- Develop graduates with research and investigative skills and a critical and research-oriented approach to the study of management techniques related to the construction industry, significantly enhancing their career opportunities;
- Provide an opportunity to those in full-time employment to study on a part-time basis and to create a unique and dynamic educational environment that seeks to benefit from the practical experience of both mature and part-time students;
- Give students with Professional Placement an opportunity to develop and practice skills, acquired knowledge in the workplace;

In addition, the aim of the course with Civil Engineering pathway is to:

- Produce graduates with an ability to perform advanced structural design in steel, concrete, steel-concrete composite and timber which will be a contribution to the support of the educational base for a Chartered Engineer

### B. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, cognitive skills and subject practical skills as outlined in the following table. The learning outcomes are referenced to the QAA subject benchmarks for Land, Construction, Real Estate and Surveying (2019) and Engineering (2023), the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2014) and are align to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the ['Sector Recognised Standards in England'](#) (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A6	Advanced methods in the design of structures in concrete and steel (MSc Management in Construction with Civil Engineering only)	B6	Submit areas studied to critical analysis and evaluation (MSc Management in Construction (Civil Engineering) only)	C5	Use project management tools and techniques to assess risk and control quality
A5	Project management tools and techniques including risk, health & safety and quality management	B5	Carry out a critical literature review and, design & develop a programme of independent research and data collection/analysis	C4	Advise on the appropriate procurement route, the evaluation of tender returns and the conversion of an estimate into a tender (MSc Management in Construction and MSc Management in Construction (Civil Engineering) only)
A3	Leadership skills including communication, time management, motivation, planning and programming of work, setting of market strategies	B4	Think originally, creatively and imaginatively to solve problems	C3	Manage a business, identify problems, needs or challenges and apply the appropriate skills and solutions to maximise profits
A2	The application of contract administration and its importance and relevance to both construction contracts and managerial responsibilities in the execution of projects	B2	Analyse problems and issues, taking due account of any incompleteness of data or information, and arrive at well-reasoned and supportable conclusions	C2	Analyse the legal and contractual duties of the various parties to the construction contract, advise and provide recommendations on contractual situations
A1	Financial management practices including budgeting, accounting, project appraisal and cash flow forecasting	B1	Submit areas studied to critical analysis and evaluation	C1	Carry out investment appraisals, interpret company accounts, prepare cash flow statements, understand principles of taxation regimes

A4	Procurement strategies, estimating & tendering procedures and controlling cost of projects (MSc Management in Construction and MSc Management in Construction (Civil Engineering) only)	B3	Carry out independent data collection and synthesise it so as to resolve problems/issues	C6	Carry out the conceptual & detailed design of modern structures in concrete or steel using state-of-the-art design techniques and up-to-date design codes (MSc Management in Construction (Civil Engineering) only)
		B7	Students opting for a degree with professional placement will additionally be able to: Synthesise the experiences of the practical work-based environment to the academic study of Civil Engineering.	C7	Students opting for a degree with professional placement will additionally be able to: Transcribe and apply the experiences of the practical work-based environment to academic study and chosen career aspirations.

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

### **C. Outline Programme Structure**

This course is made up of modules that are designated at level 7. The course comprises six taught modules, including two 30 credits and four 15 credits, and a dissertation worth 60 credits. The dissertation comprises research methods, a research proposal, an oral presentation and the final dissertation. The minimum requirement for an MSc is 180 credits i.e. the successful completion of the six modules and the dissertation. The minimum requirement for a PgDip is 120 credits i.e. the completion of the six modules without dissertation. The minimum requirement for a PgCert is the successful completion of 60 credits. The course offers the PG Certificate as an exit award only and is based on the student passing any coherent subset of the taught modules. All students will be provided with information about the regulations in the student handbook.

The Course is offered as 1 year full-time, and normally 2-3 years part-time. Students are able to commence the programme in September or January each year. Taught module lectures and tutorials will be held from September to May each academic year. Students will work on their dissertation between May and the following September. Part-time students will normally complete their taught modules over the course of the two years and complete their dissertation between May and September of their second year.

Normally, each 15 credit module will include approximately 33 hours contact time, followed by directed learning resulting in a total of 150 hours of student effort. The equivalent hours for 15 credit module are 60 and 300, respectively. The dissertation is the equivalent of two modules and requires 600 hours of student effort.

### **Professional and Statutory Regulatory Bodies**

JBM comprising the Institution of Civil Engineers, the Institution of Structural Engineers, the Chartered Institution of Highways and Transportation, and the Institute of Highway Engineers and CIOB (Chartered Institute of Building).

### **Work-based learning, including sandwich programmes**

The 2-year version of the programme is designed to include work-based learning through assessments and the reflective report. Many of the students on the



programme are already working and they can use that experience to relate to theoretical concepts and to evaluate the relationship between theory and practice. While it is the responsibility of individual students to secure such placements, the Careers and Employability Service support offers each student support at all stages of the application process, including writing CVs, completing application forms, participating in mock interviews, assessment centre activities and psychometric tests. The process of applying for a placement gives students the opportunity to experience a real-life, competitive job application process.

The business experience period enables students to apply their learning in the real-world work environment, to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. Students will be assessed during and at the end of this period, normally through a portfolio. This will be marked as pass/fail.

Students who undertake work-based placements often benefit greatly from the experience, gaining real experience and work achievements.

### Outline Programme Structure

All students will be provided with the University Regulations and specific additions that are sometimes required for accreditation by professional bodies. Full details of each module will be provided in module descriptors and module information on Canvas.

### MSc Management in Construction

Level 7							
MSc Management in Construction							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Administration of Construction Contract	CE7723	15	7	TB2	None	1	2
Business in Practice	CE7726	15	7	TB1	None	1	2
Digital Technologies and Construction Modelling	CE7720	15	7	TB1	None	1	1
Dissertation and Research Project Development	CE7724	60	7	TB3	None	1	2
Estimating, Tendering and Procurement	CE7725	30	7	TB2	None	1	2
Legal Obligations and Regulatory Context	CE7728	15	7	TB2	None	1	2

Management of Project Risk, Quality and Safety	CE772 2	30	7	TB1	None	1	1
<b>Optional Modules</b>							
Professional Placement	CI7900	120	7	TY13	None	2	3

#### Level 7 information

Students exiting the programme with 60 level 7 credits are eligible for the award of PgCert of HEA

Students exiting the programme with 120 level 7 credits are eligible for the award of PgDip in HEA

#### Professional Placement

Students starting the course in September and January will work on the placement for between 10 – 12 months. Confirmation of the acceptance must be received at least a month before the start of the placement, more information about the specific deadline will be given on Canvas, module CI7900. The suitability of the placement requires approval of the Course Leader.

Students on placement must complete a portfolio assessment which includes a reflection on how the theories they have learnt during their teaching year have helped them in their placement and demonstrate ability to apply their teaching in a real world situation.

#### MSc Management in Construction with Civil Engineering

<b>Level 7</b>							
<b>MSc Management in Construction with Civil Engineering</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Administration of Construction Contract	CE772 3	15	7	TB2	None	1	2
Civil Engineering Group Design Project	CE772 7	30	7	TY13	None	1	2
Design of Concrete Structures	CE772 1	15	7	TB2	None	1	2
Design of Steel Structures	CE772 9	15	7	TB2	None	1	2
Digital Technologies and Construction Modelling	CE772 0	15	7	TB1	None	1	1
Dissertation and Research Project Development	CE772 4	60	7	TB3	None	1	2

Management of Project Risk, Quality and Safety	CE772 2	30	7	TB1	None	1	1
<b>Optional Modules</b>							
Professional Placement	CI7900	120	7	TY13	None	2	3

#### **D. Principles of Teaching, Learning and Assessment**

This Course has been designed taking into account the Kingston University Curriculum Design Principles to help develop student learning from dependent to independent learning and encourage lifelong learners. A wide range of teaching and learning methods is utilised, allowing students to be fully engaged throughout the Course. Teaching, learning and assessment methods are constructed to suit the learning outcomes and syllabus content of the modules. The assessment regime of a module is designed to provide formative opportunities that allow students to improve their performance following feedback in preparation for later summative assessment. Key skills are developed throughout the Course, which are assessed formatively and summatively. Students also have access to Academic Success Centre for additional support on a drop-in basis giving students the opportunity to take responsibility for their own achievements and consequent learning. Generally the Course will be delivered by instructional lectures whilst associated tutorials and design classes are used to enhance the lecture material.

The teaching and learning strategies are formulated to promote and develop key transferable skills which are considered central to academic, vocational and personal development. These skills underpin how students learn, their ability to recognise their own achievements and the ability to review and evaluate that achievement and identify future learning requirements. The Course is devised to encourage and develop students with confident interpersonal and communication skills, as well as emphasising group work, data analysis and ICT skills.

#### ***Sustainability***

The course is designed to encourage the students through the design and execution of the curriculum to be both knowledgeable in terms of how sustainability principles apply to their own field but also develop a responsible attitude towards the role that built environment professionals can play in helping to manage resources in ways which promote environmental sustainability, good governance, respect for people, well-being and the pursuit of economic goals. Sustainability may not be mentioned specifically in many of the titles of modules, however, the principles of regenerative design, intervention which has societal benefit, and sustainable development are reflected in the learning outcomes, and it underpins all that we teach and the way we encourage students to approach their own learning in a reflective way seeking to find themselves as individuals. In addition, reflecting our commitment to the United Nations Sustainable Development Goals (SDGs), the course specifically addresses four of these goals in the teaching of the core modules and their assessment activities: Quality education (SDG 4), Industry, innovation and infrastructure (SDG 9), Sustainable cities and communities (SDG 11), and Responsible consumption and production (SDG 12).

### *Technology enhanced learning (TEL)*

Computer aided practical sessions are a fundamental part of the course, enabling students to apply the design process through practical application and offering another form for communicating ideas. Technology enhanced learning is used throughout many of the modules in the course. Examples in structures modules include Computer Aided Learning packages for steel and concrete design. In a number of Management modules the use of different software tools has a direct connection to the students' employability skills when suitably developed.

### **Teaching and Learning Strategies: Taught Modules**

Module information on Canvas, which is issued to students before the start of each module, provide guidance to students on the scope, aims, outcomes and demands of each module and of the preparatory reading and reflection required for each seminar. It is intended that lectures and tutorials be used to provide an opportunity for the student to develop and practise the skills required for the module assessment (such as the analysis of problem scenarios, the critical evaluation of rules, ideas and opinions, group work etc), to give guidance on private study and to provide an opportunity for the exchange and development of ideas by means of group interaction. In general, there is no regulatory attendance requirement for the taught modules. However, a student cannot submit the Research Proposal and the Dissertation without having first attended the Research Methods.

The majority of the learning time of the student in relation to the taught modules will be spent in independent study, consisting of:

- Some directed learning, giving the student specific tasks in preparation for, and in support of, class-based programmes, for example, the preparation of oral or written presentations, case analysis etc.
- Private learning time, comprising the preparation of material for seminars and workshops, reviewing of ideas introduced during contact time and directed research and development through reading, using recommended reading as a starting point.
- Preparation of assessed work.

### Teaching and Learning Strategies: Dissertation

#### *The Research Methods*

The Research Methods (which will comprise the equivalent of three days of seminars) aims to equip students with the knowledge and skills sufficient to plan and complete the Dissertation.

#### *The Research Proposal and Dissertation*

This will involve preparation of a proposal, an evolving discussion of that proposal between student and supervisor, data collection (if appropriate), literature search, analysis and conclusions. The precise subject-matter of the dissertation must be aligned with the awarded title and connected with a subject related to the programme.

### **Assessment Strategies**

The overall aims of the assessment strategies are to enable the student to demonstrate that they have met the aims and outcomes of each individual module, to help facilitate the achievement of the overall course aims, to enable the student to measure their level of achievement at each stage of the programme, to highlight

individual strengths and weaknesses of the student and to accurately reflect the student's abilities in determining the award to be made to the student.

A combination of assessment methods will be used throughout the course. These elements include module assignments, module examinations, in-class tests, experiment reports, industrial visit reports, seminars, oral presentations and the project dissertation. Each module leader is responsible for ensuring that the method of assessment reflects the aims and learning objectives of the module, is demanding and stimulating and at the appropriate Masters level.

### **Inclusive Curriculum, Teaching and Assessment Practices**

The school implements an inclusive curriculum framework that is guided by three key principles: create an accessible curriculum; enable students to see themselves reflected in the curriculum; and equip students with the skills they need to positively contribute to and work in a global and diverse environment. In line with this framework, this MSc course learning outcomes are clear, accessible and structured to be incremental and attainable. Care is taken to ensure that the learning outcomes do not present any barriers to particular social groups. On a practical level, the learning outcomes cover multiple perspectives of civil engineering practices and is designed to accommodate experiences of individuals from multiple cultures, international setting and backgrounds.

Learning content covers the knowledge, skills and competencies required for working in a wide range of subdisciplines and projects and from retrofitting old infrastructure to the sustainable design and construction of new builds in various regions and contexts. The School also, recognises and values that students learn in different ways. The course curriculum therefore incorporates a wide variety of methods for delivering learning, including, lectures, tutorials, workshops, seminars, practical sessions, computing sessions, site visits, and field trips. Active learning exercises are typically embedded into lecture sessions to actively and experientially involve students in the learning process. Exercises include small group discussions, debates, role play, case studies, games, and flipped learning exercises appropriately aligned with the learning objectives for the session. Learning materials are made available in a variety of formats on Canvas, the School's Virtual Learning Environment (VLE). These could be in the form of lecture slides, lecture notes, recorded lectures, podcasts, videos, suggested reading material, self-assessment quizzes, discussion boards, and solutions to tutorial problems.

Student Voice Committees and School Education Committee provide opportunities for student to make suggestion on how to develop a more inclusive curriculum by taking into account the specific circumstances of the student body. The variety of teaching activities also takes account of the student's different learning preferences and experiences and there is a careful balance of individual and group-based activities.

Marking criteria are provided for all assessments as part of the assessment booklet at the beginning of the year for each module and care is taken to ensure that the language used is clear. Assessment and marking criteria for all substantial assessments are discussed in class so all students have an opportunity to interrogate the criteria.

In the programme as a whole, the following components are used in the assessment of the various modules:

- Practical exercises: to assess students' understanding and technical competence.

- Individual and group-based case project work: to assess ability to understand requirements, to provide solutions to realistic problems and to interact and work effectively with others as a contributing member of a team. The outcomes can be:
  - Written reports, where the ability to communicate the relevant concepts, methods, results and conclusions effectively will be assessed.
  - Oral presentations, where the ability to summarise accurately and communicate clearly the key points from the work in a brief presentation will be assessed.
  - Video, which may replicate features of oral presentations but allows advance preparation away from the audience (which may suit some students better).
- Multiple choice or short answer questions: to assess competence in basic techniques and understanding of concepts.
- Long answer structured questions in coursework assignments: to assess ability to apply learned techniques to solve simple to medium problems and which may include a limited investigative component.
- Long answer structured questions in end-of-module examinations: to assess overall breadth of knowledge and technical competence to provide concise and accurate solutions within restricted time.
- Project: The individual project module represents an opportunity for students to draw together different aspects of their learning on the course and to apply the techniques learned in an extended study. As such the assessment here will place a greater emphasis on ability to plan work, manage time effectively, and research background information, culminating in a written report and interview.
- Individual and group practical laboratory reports
- Posters: The group project is presented in posters to / and assessed by academic staff as well as members of the industrial advisory board.
- Model building: in the first year, where students make a structure with little wooden sticks and tape e.g., a small bridge and load it to breaking point.
- Short in-class tests and on-line assessments: throughout a number of modules.

At the beginning of each academic year deadlines for submission and feedback are planned carefully and a full “assessment timeline calendar” is constructed to ensure that there is no summative assessment bunching and thus student workloads are managed. In addition, this calendar is then presented to the cohorts for consultation before it is formally fixed. The calendar then offers a synchronised and coherent delivery of the programme that is clearly understood by staff and students who can appreciate the integrated nature of their learning emanating from various module assessments.

### **Research Informed Teaching**

Many academic staff are engaged in a range of research and consultancy activities funded by the Research Councils, the European Union, the government, trade unions and industry. These activities ensure our staff are in touch with the latest industry thinking and bring best practice to your studies. Current PhD students are also invited to provide lectures on their area of research where it is relevant to the taught programme.

In many of the modules guest lectures are given by professionals from industry who are expert in their field. The use of guest lecturers provides students with up-to-date information on current industry practices.

Engineering research within the Faculty of Engineering, Computing and the Environment is organised into a number of research centres, which provide focus and encourage the cross-fertilisation of ideas. In addition, the School's strategy is fully supported by an active Industrial Advisory Board comprising of academics and professionals from industry who meet quarterly.

The School's Centre for Engineering, Environment and Society Research (CEESR) provides a vibrant research community that students' join right from the start. PhD students assist in the classroom and the labs and many PG students choose a research subject for their dissertation and, sometimes, follow it up with a PhD. With regard to Professional Practice, the School is pushing the boundaries of learning through professional practice by a) providing teaching that is continuously informed by professional practice b) employing academics who actively engage in the development of their professional discipline and c) enabling students to fulfil professional employment.

The research themes within the Sustainable Technology Research Centre cover a wide range of topics, including:

1. Civil Engineering and Construction
2. Earth, Environmental and Social Sciences
3. Fire, Explosion and Fluid Dynamics
4. Nano-materials and Composites
5. Medical Engineering
6. Ground and Aerospace Transportation Engineering
7. Energy

## **E. Support for Students and their Learning**

Students are supported by:

- A Module Leader for each module
- A Course Leader to help students understand their programme structure and provide academic support
- A Personal Tutor to provide academic and personal support
- A Student Support Officer who provides additional pastoral and practical advice and support, especially to students with difficulties
- A dedicated Postgraduate Course Administrator
- An induction programme and study skills sessions at the start of each academic year
- An Academic Success Centre to provide support and advice to students on a daily 'drop-in' basis
- Canvas – a versatile on-line interactive intranet and learning environment accessible both on-site and remotely
- A Student Voice Committee (SVC) with student Course Representatives for each level
- A University Careers and Employability Service

- Comprehensive university support systems including the provision of advice on finance, regulations, legal matters, accommodation, international student support, disability and equality support.
- The Students' Union
- An Academic Team that seek to maintain an open door policy in the spirit of supporting students.

### **Personal Tutor Scheme (PTS) in the School of Engineering and the Environment**

The following provides the aims and structure of the Personal Tutor Scheme (PTS) for the School of Engineering and the Environment. It is intended that the PTS is embedded within the core curriculum module in each MSc course.

#### **Aims**

- To build a rapport between staff and students and contribute to personalising students' experience within the School of Engineering and the Environment
- To support students in the development of their academic skills providing appropriate advice and guidance to students throughout their time at Kingston, while monitoring their progress, helping to identify individual needs and referring students to other University services as appropriate.
- To help students to develop the ability to be self-reliant and confident self-reflective learners who use feedback to their best advantage.
- To explore students' research aspirations.
- To reflect on how to use feedback at Masters level, and also contribute to, and learn from constructive peer review.
- To encourage students to reflect learning relates to a wider context and their professional career development.

#### **Allocation of Personal Tutors**

Personal tutors will be allocated during induction week on a course basis and students will keep the same tutor throughout their course of study. The PTS is embedded in core curriculum modules in each MSc course for all students in the module CE7XXX Dissertations. There are specific aims and outcomes for each course that will be assessed, as the PTS is a progressive and cumulative scheme building on the skills developed at undergraduate levels. Formative assessment will be provided in the form of regular feedback during meetings when the student will be able to put forward draft work for evaluation. Reference to the PTS is also included in the standard agenda on SSCCs, with the purpose of promoting a two-way conversation between students and staff.

#### **Specific aims of PTS at Level 7: Getting the most out of the Masters Course**

- To help students to make the transition to Masters level study and understand how to use feedback on the postgraduate course
- To encourage students to be proactive in making links between their course and their professional and/or academic aspirations
- To explore students' research aspirations
- To help students gain confidence in contributing to, and learning from, constructive peer review



- To encourage students to become part of a wider disciplinary and/or professional community
- To help students to prepare

## **F. Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External Examiners
- Boards of Study with student representation
- Annual review and development
- Periodic review undertaken at the subject level
- Student evaluation
- Moderation policies

Quality is also assured by the requirement for professional bodies (CIOB and JBM) reaccreditation, generally at a five year interval.

## **G. Employability and work-based learning**

This curriculum embeds the development of employability skills throughout the course and is designed to equip students with the ability to relate the knowledge and skills that they have learnt to real world contexts in which they work or may work in the future. The use of expert guest lecturers from industry and having an active Industrial Advisory Board are both important assets for students attending the programme.

In order to stimulate student and academic interaction the social and professional media network 'LinkedIn' is utilised to encourage discussion and promote business opportunities for both current and former students.

This Course in its Civil Engineering pathway has been designed to support the curriculum requirements of Further Learning for Chartered Engineer (CEng) status. Most graduates already will aspire to have careers in the construction industry and to becoming Chartered Engineers. The pathway will give them the educational base to achieve the latter. Graduates develop careers in all branches of the civil engineering industry, both in the UK and throughout the world; as contractors and consulting engineers, and within local authorities, water authorities, government organisations and the defence industry.

This programme will also prepare graduates for senior technical and managerial positions such as Civil/ Structural Engineer, Technical Manager, Designer/ Consultant, Project Engineer, Construction Engineer, Construction Manager, Engineering Consultant, Project Manager.

### ***Work-based learning, including sandwich courses and higher or degree apprenticeships***

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. University staff develop and promote relationships with industry and provide assistance to students in the process of finding a placement.

All students are encouraged to make use of the opportunity to enhance their learning and personal development by undertaking an industrial placement after the second year of their programme. All placements are reviewed to ensure that they provide a relevant experience in which students can apply their learning in a practical situation. Students have the responsibility for securing an industrial placement; placements are not guaranteed. All students on the course receive support from the placement specialists from the Careers and Employability Service in securing a position and while in the workplace. The Careers and Employability Services also organises employers' events for student recruitment.

An Industrial Placement comprises a period of at least 36 weeks with an approved employer. Students have a support network that includes assistance during the process from preparation of their curriculum vitae through applications and the interview/assessment to agreeing their contract. Students are required to produce quarterly reports on their placement and are supported throughout the period by their personal tutor, who will visit them at their place of work on at least one occasion. The personal tutor will discuss progress with the student and employer and will recommend any improvements to the learning opportunities, if appropriate. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. Students fulfilling the requirements for an Industrial Placement will be awarded with a Professional Placement on the completion of level 7.

#### **H. Other sources of information that you may wish to consult**

Engineering subject benchmark:

- QAA Subject benchmarks Statement for Land, Construction, Real Estate and Surveying
- QAA Subject Benchmark Statement for Engineering

Professional bodies:

[www.ice.org.uk/](http://www.ice.org.uk/)  
[www.istructe.org/](http://www.istructe.org/)  
[www.theihe.org/](http://www.theihe.org/)  
[www.ciht.org.uk/](http://www.ciht.org.uk/)

Professional accreditation (Civil Engineering pathway):

[www.jbm.org.uk/](http://www.jbm.org.uk/)  
<http://www.engc.org.uk/>

Construction Management accreditation for both pathways:

<https://www.ciob.org/>

School Website:

<https://www.kingston.ac.uk/faculties/science-engineering-and-computing/about/schools/engineering/>

## I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 7										
		CE7720	CE7722	CE7723	CE7725	CE7728	C17900	CE7726	CE7727	CE7724	CE7729	CE7721
Knowledge & Understanding	A6									S	S	S
	A5	S	S	S		S		S	S	S		S
	A3	S						S	S	S		S
	A2	S		S	S	S				S		
	A1	S		S	S	S		S	S	S		
	A4	S		S		S		S	S	S		S
Intellectual Skills	B6								S	S	S	S
	B5	S	S	S		S		S		S		S
	B4	S		S		S		S		S		S
	B2	S		S	S	S				S		
	B1	S		S	S	S		S		S		S
	B3	S		S				S		S		S
	B7	S		S		S			S	S	S	S
Practical Skills	C5	S		S						S		
	C4	S		S				S		S		S

	C 3	S			S	S				S		S
	C 2			S	S	S			S	S	S	S
	C 1	S		S					S	S	S	S
	C 6								S	S	S	S
	C 7	S	S	S	S	S		S	S	S	S	S

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**