

School of the

Postgraduate
Programme Handbook

Built Environment

Northumbria University
MSc Project Management (Single Award)
Full-time, Part-time and Distance Learning
(September & January Enrolment)

Northumbria University
MSc Construction Project Management (Single Award)
Full-time and Part-time (September Enrolment)

Northumbria University &
Chalmers University of Technology
MSc Project Management (Dual Award)
Full-time (September Enrolment)

Northumbria University &
L'École d'Ingénieurs du CESI
MSc Project Management (Dual Award)
Full-time (September Enrolment)

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1. Project Management Programmes

This section of the handbook is intended to provide you with an introduction and overview of your postgraduate programme of study in the subject area of Project Management. In the School of the Built Environment at Northumbria University, the Project Management Subject Group is the academic home for two closely-related sibling Masters programmes, viz. **MSc Project Management** and **MSc Construction Project Management**. This section of the handbook should be your first source of reference and guidance and will hopefully contain answers to most of your queries – please take the time to read it. It has been written on the basis that you are a new student; however, even if you are continuing your studies, you are encouraged to read the handbook as it contains information that is relevant to you as a postgraduate student.

There is a lot to become familiar with in your first weeks at university. The staff will try to impart all the information you need to help you settle in and make the most of the opportunities available to you. This handbook is to help you in that process either by providing the information that you need or by directing you to more in-depth sources of information, in particular the University's website.

This handbook also intends to provide you with an introduction to the **MSc Project Management** and **MSc Construction Project Management programmes**. By joining the Programme, you will become part of a vibrant and diverse group of students from all around the world and tutors from different professional backgrounds in a hard-working, enjoyable and supportive environment. For some of you, this may be your first experience of living in Newcastle upon Tyne and the UK. For others, you may be continuing your studies after graduating from one of the School's or University's undergraduate programmes.

At the School of the Built Environment great emphasis is placed on the learning process to help link theory with practice whilst obtaining the skills which will prepare you for your chosen career in Project Management or perhaps further studies, such as doctoral studies. Contained within the School's mission statement is a proclamation and commitment to maintain its high standard

of teaching and to strengthen its research and consultancy profile. As a postgraduate student, you will have an important part to play in realising this aim. Staff within the School are proud of the deserved reputation they have attained for quality in teaching and research, but as highly qualified professionals, they are not complacent. It is hoped that you will also be proud to belong to the School, making a valued contribution to the School's mission and collegiate environment.

For most students, university life opens up new freedoms and opportunities; however, it can also bring many new responsibilities. It is important that you get the most out of your time at the University and School. You have made the first step in improving your career prospects. Many students who leave Northumbria, having enhanced their qualifications, find new opportunities open up to them. They are also more confident and able to meet the challenges of the modern business world. Obviously this means working hard and doing well in your studies, but also making sure that you enjoy yourself by developing your interests outside of your studies. It is a fact that major employers who recruit postgraduates will expect them to have done well in their degrees and achieved other objectives during their time as a student. So please do make the most of your opportunities while studying for your Project Management Masters degree at the School of the Built Environment.

The School, like the real business world, contains people of different genders, races, religions, ages, cultures, beliefs, sexual orientations and people with disabilities. We do not tolerate discrimination or abuse of any kind towards students and staff, and staff and will do all in their power to ensure that everyone at the School has the opportunity to develop themselves to the full and that we all continue to enjoy our vibrant, diverse and hard-working community.

If, after reading this handbook, you have any questions, please do not hesitate to contact your Programme Administrator. The correspondence details for your Programme Administrator are available in Section 4.1 Programme Team on page 16.

2. MSc Project Management

2.1 Programme Philosophy

The philosophy for the MSc Project Management programme is designed to engender deep learning, that uses innovative delivery methods, and one that is rooted in critical thinking. Students will be required to learn how to access relevant information, how to organise it and how to assess and evaluate it. To achieve this, the programme is structured to encourage thinking that is based upon reasoning and evidence rather than inference and assumption. The students will be encouraged to embrace the twin approach of learning-for-life and lifelong learning.

The curriculum of the MSc Project Management programme is specifically designed to build upon graduate education and professional experience. A student's personal development and approach to lifelong learning is enhanced by experiencing the need to demonstrate independent responsibility in critical evaluation and judgment within a range of challenging scenarios. These are particularly evident within the Applied Research Methods and Dissertation / Professional Practice Thesis modules.

2.2 Educational Aims

Specifically the aims of the MSc Project Management programme are to:

1. Provide in-depth educational coverage of the subject areas and a command of tangible transferable / key skills
2. Create a forum for the exchange of ideas between those who have been educated in different disciplines
3. Encourage and develop the skills of research and critical thinking
4. Stimulate the discovery, assessment and evaluation of current research in the subject area
5. Develop research techniques and the skills to apply them in disseminating and adding to the body of knowledge
6. Instill the notions of continuing professional development and lifelong learning

The MSc Project Management programme aims relating to the **subject** of Project Management are to:

1. Develop knowledge of Project Management practice in terms of a systematic and logical approach to defining and achieving project objectives
2. Engender a holistic approach to the role of the project management discipline within industry, business and society

3. Create the ability to identify factors that impact most on project success
4. Generate comprehension of the project life cycle from inception to completion, commissioning, operation and maintenance
5. Promote the ability to operate in single and multidisciplinary as well as multi-cultural project teams
6. Provide the skills that will enhance the ability of practicing project managers to deliver successful projects

2.3 Programme Learning Outcomes

2.3.1 Knowledge and Understanding

On completion of the MSc Project Management programme you will be able to demonstrate knowledge and understanding of:

1. Theoretical principles, practices and skills to effectively manage projects within dynamic business environments
2. Organisational theory, management frameworks and processes relating to business strategies and managing organisational change to take advantage of the opportunities presented
3. The global environmental context within which business operates and the sustainability of natural resources
4. The tools and techniques utilised in establishing project success criteria and risks
5. The tools and techniques utilised in measuring and reviewing project performance
6. Strategic management issues associated with effective project communication, information and knowledge management
7. Research and academic enquiry practices relevant to project environments

2.3.2 Intellectual Skills

On completion of the MSc Project Management programme you will be able to demonstrate the intellectual skills of:

1. Collection, organisation, examination and evaluation of complex data
2. Effective communication of complex data to disparate recipients
3. Formulating research proposals and designing appropriate methodologies
4. Applying appropriate systematic and logical approaches to achieving outcomes
5. Analysis and synthesis of conflicting objectives
6. Formulating solutions to complex problems
7. Critical and self-reflection

2.3.3 Practical Skills

On completion of the MSc Project Management programme you will be able to demonstrate the practical skills of:

1. Establishing project resources and their related costs
2. Producing project management plans that define the scope of the project and specify success criteria
3. Determining and implementing effective communication strategies
4. Identifying, assessing and managing project risks
5. Produce organisational planning for projects
6. Utilising appropriate techniques for data collection, analysis and communication
7. Utilising appropriate techniques for establishing, measuring and reviewing project success criteria, balancing the competing demands of the various project success criteria
8. Evaluating team dynamics and implementing management strategies to establish effective working relationships.

2.3.4 Transferable/Key Skills

On completion of the MSc Project Management programme you will be able to demonstrate the transferable / key skills of:

1. Effective communication
2. Reporting and presenting data in an accurate, meaningful and concise manner
3. Effectively managing time
4. Working effectively in multi-disciplinary and multi-cultural teams
5. Self-management, including the setting of work priorities, independent working, self-reflection and the formulation of self-development strategies
6. Reflecting on current practice with the capacity to innovate and embrace the practice of lifelong learning

2.4 Teaching and Learning Strategy

The Teaching and Learning Strategy encourages students, in addition to achieving specified outcomes, to develop a range of higher level cognitive and behavioural capabilities that can be applied to diverse project management situations.

While the programme provides the methodology to enable students to understand and explain different aspects of Project Management, it also progressively challenges them to critically analyze and evaluate alternative solutions to related problems and requirements. Important components of the strategy include the creative application of methodologies, rather than simple knowledge transfer, and the integration of theory and practice.

The learning and teaching methods associated with individual modules and their related assessments are detailed in the individual module descriptors. The timetabled contact time should be seen as just one of many resources available to the student.

Set within the framework of the lecture programme, learning and teaching is encouraged to be student-centred.

The development of the programme has led to the offering of module options in the second semester. The module entitled Law and Contract Strategy has to acknowledge the practical limitations of the application of English law and consequently those who wish to subvert this boundary can take advantage of the optional module Project Information Systems, which itself is a recognition of this increasingly complex and dynamic approach to information systems and transfer within the context of project management.

Learning and teaching methods will include:

1. Lectures that provide **new** knowledge to the student but will also require students to question and evaluate what they already **know**
2. Seminar discussions to clarify and explore issues and subjects from the lectures
3. Case studies to develop diagnostic skills and integrate theory and practice
4. Workshops where students will experience working in multi-disciplinary / multi-cultural / multi-national teams

In accord with the learning and teaching philosophy, a range of methods will be used to shift the emphasis away from the traditional lecture / seminar format towards a more student-centred approach. These methods include workshops, presentations, group working and self-analysis activities where learning from other programme participants and sharing of experiences is given priority.

Examples of these learning and teaching methods include:

1. Workshops which require students to deal with **real** Project Management problems and issues
2. Case studies presented by visiting Project Management practitioners that can then be developed and built upon by the teaching team to demonstrate key project management issues and relevant courses of action
3. Group working to reinforce the integrated nature of Project Management and to foster the sharing of experiences and collaborative learning

The tutors delivering modules will be suitably qualified, experienced and skilled to teach at Masters level. They will generally be one or more of the following:

1. Research active
2. Qualified to higher degree level
3. Experienced at teaching Masters level
4. Experienced and professionally qualified practitioners

2.5 Assessment Strategy

The Assessment Strategy for the programme is directly related to the Teaching and Learning Strategy for the programme.

The main purpose of assessment is to enable students to demonstrate that they have fulfilled the objectives of the programme of study and achieved the standard required for the award that they seek. It is also to provide staff with evidence that enables legitimate decisions to be taken as to whether individual students have met the learning outcomes specified for each module of the programme undertaken.

The assessment of the learning outcomes of individual modules must reflect the varying needs of those modules, which include the focus upon the relationship between theory and practice.

Diverse assessment techniques contribute to the development of appropriate professional, personal and academic skills. Diversity of assessment is encouraged and assessment will include critical essays, case studies, reports, practice projects and presentations, as well as more traditional time-constrained assessments.

Formative assessment is an essential component of the learning process for Masters students, particularly international students and those returning to study after a break of several years. This type of assessment is achieved by seminar discussions, group work, informal peer assessment, online discussion groups using the eLearning Portal and non-assessed exercises.

2.6 Programme Structures

2.6.1 Northumbria University Single Award

The 180 Level 7 credit points single MSc award is comprised of 120 Level 7 taught credit points and 60 Level 7 credit points from the Dissertation module.

Each module on the programme carries credit points. Single modules carry 10 Level 7 credit points. Double modules carry 20 Level 7 credit points.

Each 10 Level 7 credit point module represents 100 hours of student workload, which on average, equates to about 6–7 hours per week of lectures, seminars, preparation, revision, assessments, etc. Staff contact time will be approximately 10–15 hours per week for full-time students (approximately half this total for part-time students). Your own self-managed study time should amount to approximately 30–35 hours per week.

The programme structure for each cohort can be found in the following sections:

Initial Enrolment	Mode of Study	Section	Page
September	Full-time Study	6	25
September	Part-time Study	7	26
September	Distance Learning	8	28
January	Full-time Study	9	30
January	Part-time Study	10	31
January	Distance Learning	11	33

2.6.2 Northumbria University and Chalmers University of Technology Dual Award

The 120 ECTS credit points MSc International Project Management award from Chalmers University of Technology is comprised of 60 ECTS taught credit points from Chalmers University of Technology's Masters programme in International Project Management (which is the equivalent of 120 Level 7 taught credit points from Northumbria University) and 60 Level 7 taught credit points from Northumbria University's Masters programme in Project Management (which is equivalent to 30 ECTS taught credit points from Chalmers University of Technology) and 60 Level 7 credit points from Northumbria University's Masters dissertation module (which is equivalent to 30 ECTS credit points from Chalmers University of Technology).

The Northumbria University MSc Project Management modules that will be considered for APL (Assessment of Prior Learning) for the Chalmers University of Technology MSc International Project Management award include: BE1022 Change Management (Business and Organisation); BE0964 Partnership and Collaborative Working; BE1024 Resource Management (Human and Financial); BE0317 Project Information Systems or BE0332 (Law and Contract Strategy).

The 180 Level 7 credit points MSc Project Management award from Northumbria University is comprised of 30 ECTS taught credit points from Chalmers University of Technology's Masters programme in International Project Management (which is the equivalent of 60 Level 7 taught credit points from Northumbria University), 60 Level 7 taught credit points from Northumbria University's Masters programme in Project Management and 60 Level 7 credit points from the Northumbria University Masters dissertation module.

The Chalmers University of Technology MSc International Project Management modules that will be considered for APL (Assessment of Prior Learning) for the Northumbria University MSc Project Management award include: LBT 431 Financial

Management; BOM070 Strategic Management; LBT451 Human Resource Management; BOM030 Leadership and Communication.

Each module on the Northumbria University and Chalmers University of Technology programmes carry credit points. Chalmers University of Technology modules carry 15 ECTS credit points; whereas Northumbria University single modules carry 10 Level 7 credit points and double modules carry 20 Level 7 credit points.

Each 10 Level 7 credit point module (which is the equivalent of 5 ECTS credit points) represents 100 hours of student workload, which on average, equates to about 6–7 hours per week of lectures, seminars, preparation, revision, assessments, etc. Staff contact time will be approximately 10–15 hours per week for full-time students (approximately half this total for part-time students). Students' self-managed study time should amount to approximately 30–35 hours per week.

The programme structure for the Northumbria University and Chalmers University of Technology dual award can be found in Section 12 on page 32.

2.6.3 Northumbria University & L'École d'Ingénieurs du CESI Dual Award

The 180 Level 7 credit points MSc Project Management award from Northumbria University is comprised of 60 Level 7 taught credit points from Northumbria University's Masters programme in Project Management, 30 ECTS taught credit points from L'École d'Ingénieurs du CESI's Mastère Spécialisé Management de Projets de Construction à l'International programme (which is the equivalent of 60 Level 7 taught credit points from Northumbria University), and 60 Level 7 credit points from the Northumbria University Professional Practice Thesis module.

The L'École d'Ingénieurs du CESI modules that will be considered for APL (Assessment of Prior Learning) for the Northumbria University MSc Project Management award include: CESI 1.1 Project Management; CESI 1.2 Health, Environment and Safety; CESI 2 Design & Technique; CESI 3 Construction Project Law; CESI 5 Marketing and Organisational Change; CESI 10 Human Resource Management.

The 120 ECTS credit points Mastère Spécialisé Management de Projets de Construction à l'International award from L'École d'Ingénieurs du CESI is comprised of 60 Level 7 taught credit points from Northumbria University's Masters programme in Project Management, 30 ECTS taught credit points from L'École d'Ingénieurs du CESI's Mastère Spécialisé Management de Projets de Construction à l'International programme (which is the

equivalent of 60 Level 7 taught credit points from Northumbria University), 60 Level 7 credit points from the Northumbria University Professional Practice Thesis module and 30 ECTS taught credit points from L'École d'Ingénieurs du CESI's Mastère Spécialisé Management de Projets de Construction à l'International programme (which is the equivalent of 60 Level 7 taught credit points from Northumbria University).

The Northumbria University MSc Project Management modules that will be considered for APL (Assessment of Prior Learning) for the L'École d'Ingénieurs du CESI's Mastère Spécialisé Management de Projets de Construction à l'International programme include: BE1013 Decision-Making; Risk and Value Management; BE1018 Project Management (Process & People); BE0938 Applied Research Methods; BE1103 Project Sustainability; and BE1036 Professional Practice Thesis.

Each module on the Northumbria University and L'École d'Ingénieurs du CESI programmes carry credit points. L'École d'Ingénieurs du CESI modules carry 5 ECTS credit points; whereas Northumbria University single modules carry 10 Level 7 credit points and double modules carry 20 Level 7 credit points.

Each 10 Level 7 credit point module (which is the equivalent of 5 ECTS credit points) represents 100 hours of student workload, which on average, equates to about 6-7 hours per week of lectures, seminars, preparation, revision, assessments, etc. Staff contact time will be approximately 10-15 hours per week for full-time students (approximately half this total for part-time students). Students' self-managed study time should amount to approximately 30-35 hours per week.

The programme structure for the Northumbria University and L'École d'Ingénieurs du CESI dual award can be found in Section 13 on page 33.

2.7 Module Descriptors

For each module on the programme, a module descriptor is available which can be accessed from the University's website. A module descriptor will provide you with the following information.

1. Module code – this alphanumeric code can be found from the programme structure
2. Module title – the full title of the module, as opposed to the summary title that is often shown on programme structures
3. Level of the module – usually Level 7 for Masters programmes
4. Module tutor – the name of the academic member of staff responsible for the module
5. Credit points the module is worth – usually 10 or 20 credit points for taught modules
6. Overview of module – including outline syllabus, aims and learning outcomes

7. Assessment strategy – how you will be assessed and how you can best demonstrate your achievement of the module's learning outcomes
8. Learning resources – including a list of recommended textbooks, video recordings, etc.

You can access the module descriptors for each of the modules that you will be studying on the programme via the University's website at the following hyperlink <http://sits.unn.ac.uk/live/webserve/mod.php> You will need to enter the module code, which is usually formed with the prefix **BE** and is followed by 4 digits from 0 to 9, i.e. BE0123. You can obtain the module codes for your programme from the structures in the appendices, as explained in Section 2.6 Programme Structures above.

How to Obtain a Module Descriptor from the University's Website

First, open up Internet Explorer or Netscape Navigator and log into the Northumbria University website at <http://northumbria.ac.uk/>. Click on:

1. Students
2. My Northumbria
3. Module Search
4. Type in module code
5. Click on 'Go'

Or alternatively, type the following address into your browser:

<http://sits.unn.ac.uk/live/webserve/mod.php>



3. MSc Construction Project Management

3.1 Programme Philosophy

The philosophy for the MSc Construction Project Management programme is designed to engender deep learning, that uses innovative delivery methods, and one that is rooted in critical thinking. Students will be required to learn how to access relevant information, how to organise it and how to assess and evaluate it. To achieve this, the programme is structured to encourage thinking that is based upon reasoning and evidence rather than inference and assumption. The students will be encouraged to embrace the twin approach of learning-for-life and lifelong learning.

The curriculum of the MSc Construction Project Management programme is specifically designed to build upon graduate education and professional experience. A student's personal development and approach to lifelong learning is enhanced by experiencing the need to demonstrate independent responsibility in critical evaluation and judgement within a range of challenging scenarios. These are particularly evident within the Applied Research Methods and Dissertation modules.

3.2 Educational Aims

Specifically the aims of the MSc Construction Project Management programme are to:

1. Provide in-depth educational coverage of the subject areas and a command of tangible transferable / key skills
2. Create a forum for the exchange of ideas between those who have been educated in different disciplines
3. Encourage and develop the skills of research and critical thinking
4. Stimulate the discovery, assessment and evaluation of current research in the subject area
5. Develop research techniques and the skills to apply them in disseminating and adding to the body of knowledge
6. Instil the notions of continuing professional development and lifelong learning.

The MSc Construction Project Management programme aims relating to the **subject** of Construction Project Management are to:

1. Extend knowledge of Construction Project Management practice in terms of delivering effective and efficient projects
2. Engender understanding of the role of the Construction Project Manager in capturing client and stakeholder value

- and translating it into successful construction practice
3. Develop skills in formulating solutions to Construction Management problems which produce successful projects
 4. Generate comprehension of the project life cycle from inception to completion, commissioning, operation and maintenance
 5. Encourage ability to operate and lead in a range of team settings across disciplines and cultures
 6. Enable students to evaluate innovation in managing construction as a production process

3.3 Programme Learning Outcomes

3.3.1 Knowledge and Understanding

On completion of the MSc Construction Project Management programme you will be able to demonstrate knowledge and understanding of:

1. Theoretical principles, practices and skills to effectively manage projects within dynamic construction and business environments
2. Organisational theory, management frameworks and processes relating to business strategies and managing organisational change to take advantage of the opportunities presented
3. The global environmental context within which business operates and the sustainability of natural resources
4. The tools and techniques utilised in establishing construction project success criteria and risks
5. The tools and techniques utilised in measuring and reviewing construction project performance
6. The tools and techniques utilised in producing effective construction project delivery including current industry innovations
7. Strategic management issues associated with effective construction project communication, information and knowledge management
8. Research and academic enquiry practices relevant to construction project environments

3.3.2 Intellectual Skills

On completion of the MSc Construction Project Management Programme you will be able to demonstrate the intellectual skills of:

1. Collection, organisation, examination and evaluation of complex data
2. Effective communication of complex data to disparate recipients
3. Formulating research proposals and designing appropriate methodologies

4. Applying appropriate systematic and logical approaches to achieving outcomes
5. Analysis and synthesis of conflicting objectives
6. Formulating solutions to complex problems
7. Critical and self-reflection

3.3.3 Practical Skills

On completion of the MSc Construction Project Management programme you will be able to demonstrate the practical skills of:

1. Establishing construction project resources and their related costs
2. Producing construction project management plans that define the scope of the project and specify success criteria
3. Determining and implementing effective communication strategies
4. Identifying, assessing and managing construction project delivery methods in production and procurement
5. Evaluate innovative methods in construction technology and management
6. Plan and organise construction projects
7. Utilising appropriate techniques for data collection, analysis and communication
8. Utilising appropriate techniques for establishing, measuring and reviewing construction project success criteria, balancing the competing demands of the various project success criteria
9. Evaluating team dynamics and implementing management strategies to establish effective working relationships

3.3.4 Transferable/Key Skills

On completion of the MSc Construction Project Management programme you will be able to demonstrate the transferable/key skills of:

1. Effective communication
2. Reporting and presenting data in an accurate, meaningful and concise manner
3. Effectively managing time
4. Working effectively in multidisciplinary and multi-cultural teams
5. Self-management, including the setting of work priorities, independent working, self-reflection and the formulation of self-development strategies
6. Reflecting on current practice with the capacity to innovate and embrace the practice of lifelong learning

3.4 Teaching and Learning Strategy

The Teaching and Learning Strategy encourages students, in addition to achieving specified outcomes, to develop a range of

higher level cognitive and behavioural capabilities that can be applied to diverse construction project management situations.

While the programme provides the methodology to enable students to understand and explain different aspects of Construction Project Management, it also progressively challenges them to critically analyse and evaluate alternative solutions to related problems and requirements. Important components of the strategy include the creative application of methodologies, rather than simple knowledge transfer, and the integration of theory and practice.

The learning and teaching methods associated with individual modules and their related assessments are detailed in the individual module descriptors. The timetabled contact time should be seen as just one of many resources available to the student. Set within the framework of the lecture programme, learning and teaching is encouraged to be student-centred.

Learning and teaching methods will include:

1. Lectures that provide new knowledge to the student but will also require students to question and evaluate what they already know.
2. Seminar discussions to clarify and explore issues and subjects from the lectures.
3. Learning through games to simulate industry processes.
4. Case studies to develop diagnostic skills and integrate theory and practice.
5. Workshops where students will experience working in multi-disciplinary / multi-cultural / multi-national teams.

In accord with the learning and teaching philosophy, a range of methods will be used to shift the emphasis away from the traditional lecture / seminar format towards a more student-centred approach. These methods include workshops, presentations, group working and self-analysis activities where learning from other programme participants and sharing of experiences is given priority.

Examples of these learning and teaching methods include:

1. Workshops which require students to deal with real Construction Project Management problems and issues
2. Case studies presented by visiting Construction Project Management practitioners that can then be developed and built upon by the teaching team to demonstrate key project management issues and relevant courses of action
3. Group working to reinforce the integrated nature of Construction Project Management and to foster the sharing of experiences and collaborative learning

The tutors delivering modules will be suitably qualified, experienced and skilled to teach at Masters level. They will generally be one or more of the following:

1. Research active
2. Qualified to higher degree level
3. Experienced at teaching Masters level
4. Experienced and professionally qualified practitioners

3.5 Assessment Strategy

The Assessment Strategy for the programme is directly related to the Teaching and Learning Strategy for the Programme.

The main purpose of assessment is to enable students to demonstrate that they have fulfilled the objectives of the programme of study and achieved the standard required for the award that they seek. It is also to provide staff with evidence that enables legitimate decisions to be taken as to whether individual students have met the learning outcomes specified for each module of the programme undertaken.

The assessment of the learning outcomes of individual modules must reflect the varying needs of those modules, which include the focus upon the relationship between theory and practice.

Diverse assessment techniques contribute to the development of appropriate professional, personal and academic skills. Diversity of assessment is encouraged and assessment will include critical essays, case studies, reports, practice projects and presentations, as well as more traditional time-constrained assessments.

Formative assessment is an essential component of the learning process for Masters students, particularly international students and those returning to study after a break of several years. This type of assessment is achieved by seminar discussions, group work, informal peer assessment, online discussion groups using the eLearning Portal and non-assessed exercises.

3.6 Programme Structures

3.6.1 Northumbria University Single Award

The 180 Level 7 credit points single MSc award is comprised of 120 Level 7 taught credit points and 60 Level 7 credit points from the Dissertation module.

Each module on the Programme carries credit points. Single modules carry 10 Level 7 credit points. Double modules carry 20 Level 7 credit points.

Each 10 Level 7 credit point module represents 100 hours of student workload, which on average, equates to about 6–7 hours per week of lectures, seminars, preparation, revision, assessments, etc. Staff contact time will be approximately 10–15 hours per week for full-time students (approximately half this total for part-time students). Your own self-managed study time should amount to approximately 30–35 hours per week.

The programme structure for each cohort can be found in the following sections:

Initial Enrolment	Mode of Study	Section	Page
September	Full-time Study	14	39
September	Part-time Study	15	40

3.7 Module Descriptors

For each module on the programme, a module descriptor is available which can be accessed from the University's website. A module descriptor will provide you with the following information.

9. Module code – this alphanumeric code can be found from the programme structure
10. Module title – the full title of the module, as opposed to the summary title that is often shown on programme structures
11. Level of the module – usually Level 7 for Masters programmes
12. Module tutor – the name of the academic member of staff responsible for the module
13. Credit points the module is worth – usually 10 or 20 credit points for taught modules
14. Overview of module – including outline syllabus, aims and learning outcomes
15. Assessment strategy – how you will be assessed and how you can best demonstrate your achievement of the module's learning outcomes
16. Learning resources – including a list of recommended textbooks, video recordings, etc.

You can access the module descriptors for each of the modules that you will be studying on the Programme via the University's website at the following hyperlink <http://sits.unn.ac.uk/live/websew/mod.php> You will need to enter the module code, which is usually formed with the prefix **BE** and is followed by 4 digits from 0 to 9, i.e. BE0123. You can obtain the module codes for your programme from the structures in the appendices, as explained in Section 2.6 Programme Structures above.

4. Generic Programme Information

4.1 Programme Team

The Project Management Programme, which includes the **MSc Project Management** and **MSc Construction Project Management** programmes, is co-ordinated and managed by a team of academic and administrative staff consisting of the Programme Administrator (the single point of contact for **ALL** student enquires and requests), Subject Director for Project Management, Programme Leader for the Project Management Programmes, Programme Admissions Tutor for the Project Management Programmes, Distance Learning Tutor for the Project Management Programmes, and Module Tutors.

You **must** ensure that you direct **all** forms of communication to the **Programme Administrator** via the **Programme Mailbox** at **be.projectmanagement@northumbria.ac.uk**. Should you inadvertently direct any correspondence to the private mailbox for an academic member of staff, the Programme Team cannot guarantee you will receive a response without it first being redirected to the Programme Mailbox for the Programme Administrator to assess and address/appropriately respond.

The following table lists the core Project Management Programme team members:

Name	Position	Email Address	Telephone #
Julia Phillipson	Programme Administrator	be.projectmanagement@northumbria.ac.uk	0191 243 7711
Dr Allan Osborne	Subject Director (Project Management)	be.projectmanagement@northumbria.ac.uk	
Ian Murdoch	Programme Leader	be.projectmanagement@northumbria.ac.uk	
Michelle Littlemore	Programme Admissions Tutor	be.projectmanagement@northumbria.ac.uk	
Dr Claudio Benghi	Distance Learning Tutor	be.projectmanagement@northumbria.ac.uk	

The following academic members of staff are responsible for teaching modules on the **MSc Project Management** and **MSc Construction Project Management** programmes:

Name	Modules	E-mail Address
David Beaney	BE0938, BE1024, BE1103	be.projectmanagement@northumbria.ac.uk
Dr Claudio Benghi	BE1013, BE1039	be.projectmanagement@northumbria.ac.uk
Dr Kathryn Coventry	BE0938	be.projectmanagement@northumbria.ac.uk
Michael Daws	BE1024	be.projectmanagement@northumbria.ac.uk
Prof. David Greenwood	BE0331, BE1013	be.projectmanagement@northumbria.ac.uk
Keith Hogg	BE1013	be.projectmanagement@northumbria.ac.uk
Tim Howarth	BE1037	be.projectmanagement@northumbria.ac.uk
Eric Johansen	BE1018, BE1037	be.projectmanagement@northumbria.ac.uk
Derek Lavelle	BE0317	be.projectmanagement@northumbria.ac.uk
Michelle Littlemore	BE1022, BE1024, BE1039	be.projectmanagement@northumbria.ac.uk
David Morton	BE1039	be.projectmanagement@northumbria.ac.uk
Ian Murdoch	BE1022, BE1038, BE1103	be.projectmanagement@northumbria.ac.uk
Dr Allan Osborne	BE0332, BE0938, BE1018, BE1036	be.projectmanagement@northumbria.ac.uk
Glenn Steel	BE0964	be.projectmanagement@northumbria.ac.uk

4.2 Contacting Module Tutors

Academic staff usually teach on many programmes/modules and it is advisable to make an appointment via the **Programme Mailbox** at **be.projectmanagement@northumbria.ac.uk** if you wish to meet with them. Please do not be tempted to arrive at an academic member of staff's office without previously arranging an appointment. If you need to speak with your Guidance Tutor urgently about an unexpected personal issue, please contact the Programme Administrator in the first instance. The Programme Administrator will then liaise with your Guidance Tutor to ensure you receive an appointment as quickly as possible.

Occasionally, you may be able to have an immediate appointment, but do not be disappointed if you are asked to attend at a mutually convenient time. Please contact the Programme Administrator if you are unable to make an arranged appointment. Similarly, if an academic member of staff is unable to make an arranged appointment, the Programme Administrator will contact you to make another appointment. Please ensure you inform the Programme Administrator of any changes to your correspondence details, particularly your mobile phone number.

4.3 Programme Notice Board

The main point of general contact for students is the programme eLP course site. Please ensure you check the announcements and information on your programme eLP course site regularly (at least the evening and/or morning before attending classes at the University). It is particularly important that you check notices at the start of each semester when timetable changes are more likely and also towards the assessment period when important information may well be displayed.

4.4 Email

While telephones usually give immediate access, email is used extensively throughout the University as it is regarded as an effective method of two-way communication between students and administrative and academic staff. You will be allocated a Northumbria email address by the Programme Administrator once you have enrolled. Do remember that your Northumbria email address will be the sole mailbox that the Programme Administrator will use to contact you. The Programme Administrator will **not** send email to your private mailbox. Please therefore ensure you check it regularly and archive and/or delete old email, as your University mailbox has a limited storage capacity.

In accordance with the information contained in Sections 4.1 and 4.2 above, Module Tutors are not obliged to reply to any email that you send to their Northumbria mailbox. All communication to academic members of staff **MUST** be directed to the

Programme Mailbox at

be.projectmanagement@northumbria.ac.uk in the first instance. Please respect and use this important communication procedure.

4.5 Academic English and Study Skills (ASk International)

ASk International is a programme delivered in all Schools by the University's English Language Centre. It is designed to help International and EU students on academic programmes at Northumbria whose first language is not English. All such campus students enrolled on the **MSc Project Management** and **MSc Construction Project Management** programmes are required to attend the ASk International classes. The services offered by ASk include:

4.5.1 Seminars in English for Academic Purposes for International Students

They are available during normal teaching weeks. The seminars adopt an active approach as ASk believe you learn best when you are actively involved. They cover a variety of academic skills such as listening to lectures, speaking for seminars and presentations, writing for assignments, and writing for dissertations and theses. All are free and should appear on students' timetables and there is no exam.

4.5.2 Online Information via the University's e-learning Platform

This is available to all students once they have registered for their academic courses. The ASk International pages on the eLP give full and up-to-date details of all of ASk's services, plus a range of language-learning material and useful web links.

4.5.3 An Advisory Service

One-to-one sessions with a tutor are available by appointment. Alternatively, students can email ASk International at **az.ask@northumbria.ac.uk** with questions about any aspect of English, or learning English that they find difficult or confusing. New International and EU students normally receive information about how to access the ASk seminars when they arrive at the Northumbria. Enquires in the first instance should be made to the Programme Administrator via the Programme Mailbox at **be.projectmanagement@northumbria.ac.uk**.

Attendance at the ASk seminars will be monitored and passed to the Programme Administrator. This information will assist the Programme Administrator when assessing an international student's attendance on their programme of study when requests for such information are issued by the UK Home Office.

4.6 Assessment

The Assessment section provides a summary of everything you need to know about how your work will be assessed. It will tell you how to submit assignments, how they are marked and how awards are made. The complete text of the Assessment Regulations for Northumbria Awards (ARNA) is available from the following hyperlink
<http://www.northumbria.ac.uk/studentaz/survival/assessment/>

Within ARNA there is a very important section, that all students must read, called **Academic Misconduct**; this covers gaining an unfair advantage, cheating, collusion and plagiarism. You must familiarise yourself with the contents and warnings in this section of ARNA.

4.6.1 Types of Assessment

A range of assessment methods is used to support, inform and motivate your academic, professional and intellectual development. These assessments link to the module learning outcomes listed in the module descriptors. Assessments may be formative (i.e. do not have a mark) or summative (i.e. have a mark).

Each module descriptor specifies the assessment mode to be used to assess whether you have achieved the learning outcomes in that module. On a programme-wide basis, assessments are designed to test your achievement of the Programme's learning outcomes.

The aims of assessments are to:

1. Enhance and test students' understanding of theory and applied perspectives
2. Enhance and test students' abilities to critically analyse and evaluate knowledge and theories

Examples of the different assessment methods that may be used are:

1. Written examinations
2. Multiple-choice tests
3. Coursework/assignments
4. Essays
5. Reports
6. Portfolios
7. Analysis and evaluation of case studies
8. Dissertations
9. Work-based projects
10. Discussion board participation
11. Self-reflection exercises

4.6.2 Evaluation of Summative Assessments

Both Module Tutors and External Examiners will look at all assessments when they are set and after they are taken. Feedback from the External Examiners is used to review modules, which helps us to improve the next time we run the assessments.

4.6.3 Assessment Criteria

The University has marking criteria to ensure consistency of standards across programmes. The table in Section 5 on page 24 shows the standard assessment criteria for postgraduate programmes. In addition, there will be specific assessment criteria for each assignment set. The assessment criteria are clearly identified on the Coursework Specification for each module.

4.6.4 Referencing Coursework Assignments

You will be expected to fully reference your work – in the text and in a bibliography. Good quality referencing provides evidence of your independent study/research. Poor referencing makes you vulnerable to a charge of **plagiarism**.

The Harvard method of referring to publications and of arranging references uses the author's name and the date of the publication. References are listed at the end of the text in alphabetical order by author's name. You **must** use the Harvard referencing system when writing your assignments. Comprehensive guidance on the use of the Harvard referencing system can be found at the following hyperlink <http://www.northumbria.ac.uk/sd/central/library/resources/referencing/cite/>

4.6.5 Submitting Coursework Assignments

The submission or hand-in date for each assignment is decided by each Module Tutor and is co-ordinated by the Programme Leader. This date will be given to you well in advance at the time the assignment is distributed. It is also outlined in the Coursework Specification.

When you complete an assessed assignment, you will normally hand in the work to School of the Built Environment Office, Room B201, Ellison Building B Block, and complete a Coursework Submission Form at the same time. This sheet is completed by yourself, date stamped and the top copy is your receipt for the coursework.

Keep your receipt for submitted coursework safe. You will need it when you come to claim your feedback sheet. It is also the only evidence that your coursework was submitted on time in the unlikely event that it becomes mislaid. You must keep a second copy of your coursework for your own record, just in case an additional copy is required. The coursework submitted for assessment will not be returned to you, as it is Northumbria University's policy is to retain assignments for checking by the External Examiners and future QAA audits. Please ensure you keep a copy for your own records.

With the exception of the dissertation module, if you are a distance learning student you will not normally be required to post your submission to the School Office, but will be given detailed information of how you can submit your assignments for assessment electronically. This will usually include the requirement to submit your work electronically to the Assignment Handler and TurnitinUK submission facilities on the eLP course sites for each module you are studying. In normal circumstances, campus students will also be required to submit an electronic copy of their work to Assignment Handler and TurnitinUK.

4.6.6 Academic Misconduct

A very serious view is taken of any form of unfair advantage sought and used by students to gain higher marks than might otherwise have been awarded. Exam Boards have the power to fail candidates for all or part of an assessment, or fail the whole programme, in which an academic irregularity has occurred and to determine whether the candidate can continue on the programme. Students must familiarise themselves with the full position in the Assessment Regulations for Northumbria Awards (ARNA). ARNA is available at the following hyperlink <http://www.northumbria.ac.uk/studentaz/survival/assessment/>

4.6.7 Marking Coursework Assignments

Module Tutors will arrange for your coursework assessments and examinations to be marked. A second Module Tutor will moderate (second mark) a sample of the submissions from each module.

Unless indicated otherwise in the coursework specification, feedback will normally be made available to you within three working weeks of the coursework submission (excluding the Winter and Spring vacations). The feedback will include an unconfirmed mark and written comments on your submission in relation to the assessment criteria given with the coursework specification.

A Module Exam Board will consider and agree final marks for each student for each module. A sample of coursework from each

module will be presented to the External Examiners as part of the University's procedures to ensure quality and consistency in standards of awards is maintained. The University may retain coursework for three years and, where a student has appealed against the decision of the Progression and Awards Board, the work will be retained for six years.

4.6.8 Feedback on Coursework Assignments

Apart from the formal notification of the marks you have been awarded as agreed by the Module Exam Board, students will also receive detailed feedback on their coursework assignments. With the objective of developing reflective practice, this feedback may be used by students in the planning of subsequent assignments. After marking, the tutor/marker will give you some feedback on your assignment on the student copy of the multipart set. No matter what your mark, always read these comments carefully, while the assignment is still fresh in your mind, as these comments provide helpful feedback on your ideas.

Unless indicated otherwise in the coursework specification, feedback will normally be made available to you within three working weeks of the coursework submission (excluding the Winter and Spring vacations). Please note that if one or more students have been granted an extension of time to complete a particular assignment, then feedback will not be provided until all the submissions have been received and marked. Campus students will be able to collect their feedback from the Coursework Office in the School of the Built Environment Hub. Distance learning students will receive their feedback electronically from the Programme Administrator.

The exact format of the feedback will depend upon the type of submission, but it will usually consist of the following:

1. Comments on your assignment showing how you have complied with each of the assessment criteria for that particular piece of work
2. An unconfirmed mark – marks may be changed until they have been agreed by the Module Exam Board
3. Information about the performance of the whole cohort of students studying the module so that you may compare your performance – this information will be in a form that does not allow the identification of individual students. This information will usually be issued via the relevant eLP course site.

If, when you have received this feedback, you would like further advice on your performance on a particular assignment, then please contact the Programme Administrator via the programme Mailbox at be.projectmanagement@northumbria.ac.uk. If you would like to discuss your performance across a number of modules, then please make an appointment to speak with your Guidance Tutor via the Programme Administrator via the Programme Mailbox.

4.6.9 Late Submission of Coursework Assignments

Sometimes due to circumstances beyond your control it may become impossible for you to submit a piece of coursework on time. If this is the case, you must acquire a copy of the Authorisation for Late Submission of Coursework Form from the School of the Built Environment Office and take it to the Student Support Administrator. He/she is the **only** person who can consent to the late submission of coursework. You must do this **in advance** of the submission date. Late submissions will normally only be granted if supported by appropriate third party written evidence (such as a medical note). Work-related pressure and lack of work planning is **not** usually considered a valid reason for late submission and the Student Support Administrator will not usually sign an Authorisation for Late Submission of Coursework Form for this type of problem.

Distance learning students wanting to request the late submission of coursework should, in the first instance, contact the Programme Administrator via the Programme Mailbox. The Programme Administrator will then email a copy of the Authorisation for Late Submission of Coursework Form for subsequent completion and email return.

If an assignment is submitted after the hand-in date and it has not been approved for a late submission, it will be marked as 0%. It will, however, receive feedback in accordance with the standards listed above in Section 4.6.8 Feedback on Coursework Assignments.

4.6.10 Personal Extenuating Circumstances (PECs)

Personal Extenuating Circumstances (PECs) are serious factors outside of your control that have adversely affected your ability to perform on your programme of study. **It is your responsibility** to bring such factors to the attention of the Progression and Awards Board (PAB) if you wish them to be taken into consideration when considering your end of year result. You should contact the Programme Administrator via the Programme Mailbox in order to make an appointment to meet with the Programme Leader as soon as any such circumstances arise.

PEC forms are available from the School of the Built Environment Office, Room B201, Ellison Building B Block. The form is also available from the University's website at the following link <http://www.northumbria.ac.uk/sd/central/ar/lts/assess/assproc/> The form contains full guidance notes that you are advised to read thoroughly, but please note the following in particular.

1. In all cases you must provide independent corroborative evidence to support your claim (e.g. doctor's note, death certificate, hospital report). You will be asked for this when you submit your form.
2. To ensure that your case is considered you must submit the PEC Form by the published deadline for **each** semester. Claims submitted retrospectively **cannot** always be taken into consideration.
3. Completed forms together with the supporting evidence must be submitted to the School of the Built Environment Office, Room B201, Ellison Building B Block.
4. A statement from the Programme Leader will then be collected to support the circumstances you have claimed.
5. The form, evidence and Programme Leader statement are considered by a specially convened committee that assesses the claim. Where claims are assessed as valid, this decision (but not details of the claim) will be forwarded to the Progression and Awards Board.
6. All information is treated as confidential and is made available only to the Programme Leader, administrative staff dealing with the claim and members of the PEC Committee. You may if you wish submit a confidential statement direct to the Chair of the PEC Committee.
7. The PEC process is distinct from the process for approval of late submission of work. In many cases Programme Leaders may consider granting extensions to cover cases where you are unable to submit work by a given deadline due to short illness, etc. **Where you have been given an extension and completed the work you should not then submit a PEC claim unless you feel that the circumstances affected the quality of the work produced.**
8. For absences of up to 10 working days during normal teaching it is expected that you will make good this time through additional study. The completion of a PEC Form is therefore unnecessary.

4.6.11 External Examiners

The University appoints external examiners to ensure academic standards are maintained. The External Examiners are experts in the field concerned and are required to make impartial judgments to ensure that the programme is of an appropriate standard. Further details are provided in the Assessment Regulations for Northumbria Awards at the following hyperlink <http://www.northumbria.ac.uk/studentaz/survival/assessment/>

4.6.12 Referrals

Should you be required to undertake a Referral Assignment for a failed module, then this will normally require the resubmission of a fresh assignment or retaking a new examination at some point after the Progression and Awards Board. You must bear this in mind when making holiday/travel plans during the Spring break and summer months. You have responsibility to ensure that you complete any Referral Assignments.

4.7 Assessment Regulations for Northumbria Awards (ARNA)

The Assessment Regulations for Northumbria Awards (ARNA) are the standard regulations which apply to all of the University's academic programmes. Any variations to ARNA have to be approved for a particular programme.

Below is a summary of the University's Assessment Regulations which are applicable to this programme. For full details please go to <http://www.northumbria.ac.uk/studentaz/survival/assessment/>

4.7.1 The Masters Award

To attain an MSc Project Management or MSc Construction Project Management award a student is required to successfully complete 180 Level 7 credit points. These credits comprise 120 Level 7 taught credit points and 60 Level 7 credit points from the Dissertation or Professional Practice Thesis module.

Following completion of the taught elements there is a Progression Point when students will be required to achieve an overall average of 50% to be eligible for referral and must successfully complete any referrals before they progress to the Dissertation / Professional Practice Thesis element of the award. When making decisions on the taking of referrals at this stage, students will be advised that 20 Level 7 credit points can be disregarded (compensated) at the Progression Point to the Dissertation / Professional Practice Thesis module. Students that have successfully passed all 120 Level 7 taught credit points with an overall average of at least 50% will be eligible to progress to the Dissertation / Professional Practice Thesis module.

4.7.2 Compensation

Failure in modules may be compensated at the discretion of the Progression and Awards Board and subject to any Professional Body requirements. Compensation is applied at the Progression Point and not beforehand. A failed Dissertation or Professional Practice Thesis cannot be compensated and must be re-taken. Up to 20 credits may be disregarded (compensated). For full details see ARNA.

4.7.3 How the Masters Award is Determined

For full details see ARNA.

FHEQ level	Masters
Credit required	180 credits. Maximum 30 at Level 6; minimum 150 and maximum 180 at Level 7.
Award	To achieve the award a student must attain the 180 credits and obtain an overall average of 50% at the first attempt. Any referred modules must be passed. Compensation rules apply.
Lower level awards	Postgraduate Certificate, Postgraduate Diploma
Distinction/ Commendation	Distinction/Commendation rules apply. A Distinction will be awarded to a student who has attained an overall average of 70% or more. A Commendation will be awarded to a student who has attained an overall average of between 60% and 70%. If a student is just below a boundary the Progression and Awards Board will refer to the level of performance in modules and the higher class of award will be made where the majority of credits are in the higher class in accordance with ARNA.

4.8 Awards & Congregations

Successful students will be invited to attend an Academic Congregation of the University in Newcastle upon Tyne, for the presentation of their award by the Chancellor of the University. Attendance is not compulsory.

Students will receive a certificate from the University as evidence of their success. This will be sent by post to their home address within three months of the confirming Progression and Awards Board.

4.9 Handbook of Student Regulations

The Handbook of Student Regulations covers issues such as ethics, disciplinary rules, credit control and grounds and procedures for student appeals. A copy of the regulations is available online at the following hyperlink <http://www.northumbria.ac.uk/studentaz/survival/stregs/>

4.10 Attendance

It is expected that you attend **all** timetabled sessions. Good attendance is correlated highly with success in assignments. If you are ill or are experiencing any other difficulties that prevent you from attending classes for more than a short period, you should inform the Programme Administrator immediately.

Regular non-attendance and non-submission of module assessments may result in you being withdrawn from your programme of study in accordance with the information contained in ARNA and the Student Regulations.

When requested, the University will use attendance monitoring and other gathered information to form of the basis of reports requested by the UK Home Office.

4.11 Timetable

There will be a standard timetable given to you at the commencement of each semester showing modules, times, room allocations and academic teaching staff. If necessary, an update of the standard timetable will be placed on your programme eLP in the Timetables area. You will be allocated to a particular Seminar Group. You must not change your Seminar Group without consent of the Programme Administrator and you must have an exceptional reason for the change to be authorised. Changes and extra sessions are notified to you via your programme eLP.

4.12 Personal Development Planning

Personal Development Planning (PDP) is "a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development."

4.12.1 What is PDP Intended to do?

The primary objective for Personal Development Planning is to improve the capacity of individuals to understand what and how they are learning and to review, plan and take responsibility for their own learning.

It is intended to help students:

1. Become more effective, independent and confident self-directed learners
2. Understand how they are learning and relate their learning to a wider context
3. Improve their general skills for study and career management
4. Articulate their personal goals and evaluate progress towards their achievement
5. Encourage a positive attitude to learning throughout life

4.12.2 What are the Potential Benefits of PDP?

PDP will help students:

1. Integrate their personal and academic development and improve their capacity to plan their own academic programmes
2. Be more effective in monitoring and reviewing their own progress
3. Be more aware of how they are learning and what different teaching and learning strategies are trying to achieve
4. Recognise and discuss their own strengths and weaknesses
5. Identify opportunities for learning and personal development outside the curriculum
6. Be better prepared for seeking employment or self-employment and be more able to relate what they have learnt to the requirements of employers
7. Be better prepared for the demands of continuing professional or vocational development when they enter employment

For more information about PDP, its benefits and how you can put PDP into practice, please visit the following website <http://northumbria.ac.uk/studentaz/survival/pdp/>

5. Generic Masters (Level 7) Assessment Criteria

Mark	Grade	Generic Level 7 Assessment Criteria
70–100	Distinction	Excellent work providing evidence to a very high level of the knowledge, understanding and skills appropriate to Level 7. All learning outcomes met, many at high level. Marks at the high end of this range indicate outstanding work where all learning outcomes are met at a high level. Excellent in all or most of: use of primary sources of literature from a range of perspectives; development of analysis and structure of argument; critical evaluation and creative use of theory, research methods and findings; presentation of information to the intended audience.
60–69	Commendation	Commendable work providing evidence to a high level of the knowledge, understanding and skills appropriate to Level 7. All learning outcomes met, many are more than satisfied. Good in all or most of: use of up-to-date material from a variety of sources; development of analysis and structure of argument; critical evaluation of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience.
55–59	Pass	Satisfactory work providing evidence of the knowledge, understanding and skills appropriate to Level 7. All learning outcomes are met. Satisfactory in all or most of: use of relevant material from a variety of sources; development of analysis and structure of argument; evaluation of theory; application of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience.
50–54	Pass	Adequate work providing evidence of the knowledge, understanding and skills appropriate to Level 7, but only at a bare pass level. All learning outcomes are met (or nearly met and balanced by strengths elsewhere). Adequate in all of (or most of, with balancing strength elsewhere): use of relevant material; development of analysis and structure of argument; evaluation of theory; application of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience.
40–49	Fail	Work is not acceptable in providing evidence of the knowledge, understanding and skills appropriate to Level 7. However, a majority of the learning outcomes are met and others are nearly satisfied. Adequate in most, but not all of the following aspects : use of relevant material; development of analysis and structure of argument; evaluation of theory; application of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience.
1–39	Fail	Work is not acceptable and provides little evidence of the knowledge, understanding and skills appropriate to Level 7. Few of the learning outcomes are met. Inadequate in some of the following aspects or seriously inadequate in at least one: use of relevant material; development of analysis and structure of argument; evaluation of theory; application of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience.
0	Fail	Work not submitted OR Work giving evidence of serious academic misconduct (subject to regulations in ARNA Appendix 1) OR Work showing no evidence of the knowledge, understanding and skills appropriate to Level 7. None of the learning outcomes are met.

Achievement at Masters level will be also be measured, where appropriate, by an ability to demonstrate advanced research methods, including the ability to devise, carry out and disseminate independent research.

8.4 Year 2 Semester 2 (Spring Term)

BE1022 Change Management (Business and Organisational) <i>Core Module</i> 20 Level 7 Credits	BE0317 Project Information Systems <i>Option Module</i> 10 Level 7 Credits
	BE0331 Law and Contract Strategy <i>Option Module</i> 10 Level 7 Credits

8.5 Year 3 Semesters 1 & 2 (Autumn & Spring Terms)

BE0332 Dissertation (Taught Masters Programmes) <i>Core Module</i> 60 Level 7 Credits
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9. MSc Project Management Northumbria University Single Award Full-time January Enrolment (14FBET-N PRM6 FNN)

9.1 Semester 1 (Spring Term)

BE1022 Change Management (Business and Organisational) <i>Core Module</i> 20 Level 7 Credits	BE1024 Resource Management (Human and Financial) <i>Core Module</i> 20 Level 7 Credits	BE0964 Partnership and Collaborative Working <i>Core Module</i> 10 Level 7 Credits	
		BE0317 Project Information Systems <i>Option Module</i> 10 Level 7 Credits	BE0331 Law and Contract Strategy <i>Option Module</i> 10 Level 7 Credits

9.2 Semester 2 (Autumn Term)

BE1018 Project Management (Process and People) <i>Core Module</i> 20 Level 7 Credits	BE1013 Decision-making, Risk and Value Management <i>Core Module</i> 20 Level 7 Credits	BE0938 Applied Research Methods <i>Core Module</i> 10 Level 7 Credits
		BE1103 Project Sustainability <i>Core Module</i> 10 Level 7 Credits

9.3 Semester 3 (Spring Term)

BE0332 Dissertation (Taught Masters Programmes) <i>Core Module</i> 60 Level 7 Credits
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10. MSc Project Management Northumbria University Single Award Part-time January Enrolment (14PBET-N PRM6 FNN)

10.1 Year 1 Semester 1 (Spring Term)

<p>BE1024 Resource Management (Human and Financial)</p> <p><i>Core Module</i> 20 Level 7 Credits</p>	<p>BE0964 Partnership and Collaborative Working <i>Core Module</i> 10 Level 7 Credits</p>
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10.2 Year 1 Semester 2 (Autumn Term)

<p>BE1018 Project Management (Process and People)</p> <p><i>Core Module</i> 20 Level 7 Credits</p>	<p>BE1103 Project Sustainability</p> <p><i>Core Module</i> 10 Level 7 Credits</p>
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10.3 Year 2 Semester 1 (Spring Term)

<p>BE1022 Change Management (Business and Organisational)</p> <p><i>Core Module</i> 20 Level 7 Credits</p>	<p>BE0317 Project Information Systems</p> <p><i>Option Module</i> 10 Level 7 Credits</p>
	<p>BE0331 Law and Contract Strategy</p> <p><i>Option Module</i> 10 Level 7 Credits</p>

11. MSc Project Management Northumbria University Single Award Distance Learning January Enrolment (14PBET-N PRM6 FND)

11.1 Year 1 Semester 1 (Spring Term)

<p>BE1024 Resource Management (Human and Financial)</p> <p><i>Core Module</i> 20 Level 7 Credits</p>	<p>BE0964 Partnership and Collaborative Working <i>Core Module</i> 10 Level 7 Credits</p>
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11.2 Year 1 Semester 2 (Autumn Term)

<p>BE1018 Project Management (Process and People)</p> <p><i>Core Module</i> 20 Level 7 Credits</p>	<p>BE1103 Project Sustainability <i>Core Module</i> 10 Level 7 Credits</p>
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11.3 Year 2 Semester 1 (Spring Term)

<p>BE1022 Change Management (Business and Organisational)</p> <p><i>Core Module</i> 20 Level 7 Credits</p>	<p>BE0317 Project Information Systems <i>Option Module</i> 10 Level 7 Credits</p>
	<p>BE0331 Law and Contract Strategy <i>Option Module</i> 10 Level 7 Credits</p>

12. MSc Project Management Northumbria University & Chalmers University of Technology Dual Award Full-time September Enrolment (14FBED-N PMC6 BNN)

12.1 Year 1 Semester 1 at Chalmers University of Technology

BOM015 Project Management <i>Core Module</i> 15 Level 7 Credits (7,5 ECTS)	BOM055 International Projects <i>Core Module</i> 15 Level 7 Credits (7,5 ECTS)
LBT451 Human Resource Management <i>Core Module</i> 15 Level 7 Credits (7,5 ECTS)	LBT431 Financial Management <i>Core Module</i> 15 Level 7 Credits (7,5 ECTS)

12.2 Year 1 Semester 2 at Chalmers University of Technology

BON050 Organisational Management <i>Core Module</i> 15 Level 7 Credits (7,5 ECTS)	LBT441 Decision-making & Risk Management <i>Core Module</i> 15 Level 7 Credits (7,5 ECTS)
BOM030 Leadership and Communication <i>Core Module</i> 15 Level 7 Credits (7,5 ECTS)	BOM070 Strategic Management <i>Core Module</i> 15 Level 7 Credits (7,5 ECTS)

12.3 Year 2 Semester 1 at Northumbria University (Autumn Term)

BE1018 Project Management (Process and People) <i>Core Module</i> 20 Level 7 Credits	BE1013 Decision-making, Risk and Value Management <i>Core Module</i> 20 Level 7 Credits	BE0938 Applied Research Methods <i>Core Module</i> 10 Level 7 Credits
		BE01103 Project Sustainability <i>Core Module</i> 10 Level 7 Credits

13.2 Year 1 (Continued) & Year 2 at EI.CESI

<p>CESI 1.1 Project Management</p> <p><i>Core Module</i> 10 Level 7 Credits (5 ECTS)</p>	<p>CESI 1.2 Health, Environment and Safety</p> <p><i>Core Module</i> 10 Level 7 Credits (5 ECTS)</p>
<p>CESI 2 Design and Technique</p> <p><i>Core Module</i> 10 Level 7 Credits (5 ECTS)</p>	<p>CESI 3 Construction Project Law</p> <p><i>Core Module</i> 10 Level 7 Credits (5 ECTS)</p>
<p>CESI 5 Marketing and Organisational Change</p> <p><i>Core Module</i> 10 Level 7 Credits (5 ECTS)</p>	<p>CESI 10 Human Resource Management</p> <p><i>Core Module</i> 10 Level 7 Credits (5 ECTS)</p>
<p>CESI 4 Town Planning and City Planning</p> <p><i>Core Module</i> 10 Level 7 Credits (5 ECTS)</p>	<p>CESI 6 Project Psychology</p> <p><i>Core Module</i> 10 Level 7 Credits (5 ECTS)</p>
<p>CESI 7 Placement Work-based Learning</p> <p><i>Core Module</i> 20 Level 7 Credits (5 ECTS)</p>	<p>CESI 9 Placementbased Learning English Presentations & Report</p> <p><i>Core Module</i> 20 Level 7 Credits (5 ECTS)</p>

<p>BE1036 Professional Practice Thesis</p> <p><i>Core Module</i> 60 Level 7 Credits (30 ECTS)</p>
