MSc Programmes in the School of the Built Environment

Programme Guide and Handbook 2021/22 V3.4
The aim of this Programme Handbook is to provide specific information on MSc programmes in the School of the Built Environment. The handbook explains how we support our degree programmes and provides other sources of important information. More general information about the University and key academic policies and procedures can be found in “Essentials” (student.reading.ac.uk/essentials).

The MSc Programmes in The School of the Built Environment are devoted to discovery and creative thinking, designed to question and challenge conventional wisdom in the built environment. In a fast-moving and changing market for professional skills, fresh ideas are needed. Our MSc programmes are focused on ensuring an excellent student experience. The aim is to engage postgraduate students in the co-creation of new knowledge and understanding about complex and difficult problems.

The School of the Built Environment is one of the world’s leading university departments dealing with the built environment. Our reputation is based on the recruitment of successful students from all over the world and on the authority of our academic staff, who have extensive experience as advisors, consultants and visiting lecturers to commercial organisations, governments and universities throughout the world. This wide range of expertise and international experience contributes directly to the quality of our degree programmes and research activities.

It is the responsibility of students to familiarise themselves with the Programme Handbook and with the content of Essentials, and to use them as a reference when required.

The material in this handbook can be provided in alternative media. Please discuss your requirements with the School (email sbepostgrad@reading.ac.uk).

**DISCLAIMER**

The University’s Ordinances and Regulations are available in the Governance zone on the website, and programme information can be found in the relevant Programme Specification and module descriptions. Should there be, or appear to be, any conflict between statements in this handbook and the Ordinances, Regulations, Programme Specifications or module descriptions, the latter documents shall prevail.

- Governance zone
- University of Reading Programme Specifications
- University of Reading Module Descriptions

Although the information in this Handbook is accurate at the time of publication, aspects of the programme and of School practice may be subject to modification and revision. The University reserves the right to modify the programme to reflect best practice and academic developments for the benefit of the students, to improve the programme and your experience of it, to meet the requirements of external or accrediting bodies, as a result of staff changes or changes to the law. In such circumstances, revised information will be issued.

Please keep this handbook in a safe place as you will need to refer to it throughout your programme. This handbook is for students commencing the programme in 2021-22.
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A – Introduction

Welcome to the School of the Built Environment. This handbook relates to MSc programmes in Construction Management and Engineering, which is a part of the School of the Built Environment.

As a postgraduate student, you have many opportunities and a lot of freedom to organise your time. However, these programmes are intensive, and you will find it useful to plan your time wisely. There will be a lot to do and deadlines are unforgiving. Make sure you do not leave things to the last minute. If you are worried about your studies, please tell us! We can always help. We want you to succeed.

While you are here, we hope that you can take advantage of the facilities that are offered, especially for sport and recreation. There are plenty of opportunities to unwind and refresh yourself between your study commitments. Please make the most of them.

More general information about the University and key academic policies and procedures can be found in ‘The important stuff’ Essentials student webpages, further details of which are provided later in this handbook. You can also find the latest information about what to expect from the student experience at the moment, and advice and support in relation to COVID-19, on Essentials.

- Essentials homepage
- Essentials - 'The important stuff' webpage
- Essentials – Life at the University of Reading
- Essentials – Covid-19 – Latest information for students

Finding your way around

We are based on the main Whiteknights campus, which covers 300 acres of parkland. The academic staff for Construction Management and Engineering are based in the Chancellor’s Building. This also contains our computer labs, technical labs and the Resource Room, all of which are for you to use. Sometimes, these facilities are booked out for classes. Every teaching room on the campus has a list of booked classes on the door, so you can check whether the room is free and whether it is booked for the class you are expecting to find there. These booking sheets are replaced every Monday morning and show the bookings for the current week. We hope that you will develop the habit of finding rooms before the time of a class or a meeting, so that you know where you are going. Occasionally, you might need to visit the London Road campus. This is also an interesting site to visit. As well as the School of Architecture, which is part of our School, there is a café and a pleasant working environment that you may enjoy.

- Map of the Whiteknights Campus
- Map of the London Road Campus
- Map of the Henley Business School (Greenlands) Campus

Information about finding your way around the digital environment, including Essentials, can be found in Section D - How do I get started? below.
Accessibility

There is a lift in the Chancellor’s Building on the ground floor next to the middle staircase. There are also accessible toilets on both floors. All rooms in the Chancellor’s Building are accessible by wheelchair.

Communication

Email is used as the standard formal means of communication between staff and students.

Members of staff and key contacts

This section provides details of key roles of some of the people you may need to know about. More complete details are available on the School’s staff web pages.

Construction Management and Engineering staff

Head of School – Professor Chris Harty

The Head of School (c.f.harty@reading.ac.uk) is responsible for the academic leadership, resource and operational management the School as well as representing the School and University with external bodies.

School Director of Teaching and Learning – Dr Tabarak Ballal

The Director of Teaching & Learning (t.ballal@reading.ac.uk) is responsible for providing leadership in the teaching, learning, assessment and feedback in the School’s taught programmes.

School Director of Postgraduate Taught Studies – Dr Maria Vahdati

The Director of Postgraduate Taught Studies (m.m.vahdati@reading.ac.uk) provides leadership for the School’s MSc programmes and coordination between the programmes.

Programme Directors

Your programme director is responsible for leading your MSc programme and will generally be your main point of contact with the University.

Construction Cost Management
Dr Florence Phua, f.phua@reading.ac.uk

Construction Management
Dr Shabnam Kabiri, s.kabiri@reading.ac.uk

Design and Management of Sustainable Built Environments
Prof Runming Yao, r.yao@reading.ac.uk

Construction Management and International Development
Dr Tabarak Ballal, t.ballal@reading.ac.uk

Digital Design and Construction
Dr Dragana Nikolic, d.nikolic@reading.ac.uk

Project Management
Dr Shu-Ling Lu, s.lu@reading.ac.uk
Renewable Energy: Technology and Sustainability
Dr Maria Vahdati, m.m.vahdati@reading.ac.uk

Programme Administrators
The team may be contacted on sbe-postgrad@reading.ac.uk where all messages are picked up quickly by someone who will know how to respond.

Department Director of Academic Tutoring – Dr Laura Maftei
Department Directors of Academic Tutoring (l.maftei@reading.ac.uk) provide School-level leadership for student academic, personal and professional development.

Support Coordinator
Your Student Support Co-ordinators are the people you see when you visit your Support Centre. They can help you with anything from a query about Campus Cards, advice on changing programme or on module selection, submitting exceptional circumstances forms, to any other general or programme-specific question.

Ask a Question via the RISIS portal is the main method for contacting your Student Support Co-ordinators. You can find details of where to find your Student Support Co-ordinators and their telephone numbers on Essentials.

 Student Support Co-ordinators

Careers
Our School industry liaison person is Adrian Tagg (scmecareers@reading.ac.uk). He is a key contact for all aspects of career development and employability. You will receive regular emails from employers seeking graduates throughout your time here. We also run a Built Environment careers fair, so keep your eyes open for that!

The specifics of the kind of careers that our graduates pursue are given in the overview section for each of the MSc programmes on the following pages in the Programme information section.

The University also have a vibrant careers centre in the Carrington building. Acting Head of Careers and Employability, Anne Delauzun a.h.delauzun@reading.ac.uk

 Careers

Reading University Construction Society (RUCS)
The student-run society is a social and cultural hub for our students. RUCS is an active society which provides an exciting range of events enabling students to create professional relationships as well friendships.

The Society provides a networking platform that encourages interaction and collaboration between students, alumni and industry professionals through informal events. RUCS aims to increase the employability and knowledge of its members through organised student events with leading employers and professional institutions. Several industry leaders are corporate members of RUCS, including Turner & Townsend, Malcolm Hollis, and Alinea, and recently the President of CIOB and former student of the School, Paul Nash, delivered a talk for the Society. RUCS empowers students to build a personal network of industry contacts, taking their first steps towards building their own career.
RUCS is also renowned for its social activities and provides an active calendar of events throughout the year, including the annual gala black-tie dinner and the annual student-staff football match. The Society is integral to our supportive community, bringing students from across all years and academic staff together in an informal setting, through a variety of events, enhancing the quality of student life in the School.

Reading University Construction Society
B – Reading Student Charter

Partners in Learning

Staff and students have worked together to develop this charter that clearly sets out what we all expect of each other. It recognises the importance of an effective partnership commitment, in which the University and its staff have professional obligations but where students are also responsible for themselves as learners and as individuals.

Students expect the University

- to provide an excellent and varied learning experience;
- to deliver degrees with relevant content informed by the latest research;
- to provide access to learning resources and facilities that allow you to excel;
- to offer opportunities to gain knowledge and skills useful for life beyond University;
- to support students’ professional development and access to career information, advice and guidance;
- to provide a broad range of social, cultural, sporting and co-curricular activities;
- to facilitate opportunities to express views which are considered and responded to.

Students expect staff

- to teach in an engaging and varied manner that inspires learning;
- to give timely and constructive feedback on work;
- to provide effective pastoral and learning support when needed;
- to respond, communicate and consult in a timely and effective manner;
- to recognize the student body to be a diverse collection of adults who are partners with an equally important voice in their learning.

The University expects students

- to work hard at their studies and to be active partners in shaping their experience of HE;
- to seek out opportunities to enhance their understanding and to develop practical and intellectual skills;
- to take advantage of the wealth of activities (social and developmental) provided by the University and the Students’ Union;
- to be aware that their conduct affects other students and reflects on the University, and to act accordingly;
- to provide constructive feedback on their time at Reading through the Students’ Union and directly to the University.
**Staff expect students**

- to be pro-active in managing their learning and in seeking help when needed;
- to be enquiring in their thinking;
- to manage their time to fulfil academic and other commitments;
- to engage fully with all academic commitments;
- to conduct themselves and to engage in their studies with honesty;
- to keep appointments and to communicate with staff in a timely and courteous manner;
- to take ownership of their own health and well-being.

**We all expect each other**

- to treat one another with respect, tolerance and courtesy, regardless of identity, background or belief, both in person and online;
- to show responsible stewardship of the university environment, facilities and resources;
- to challenge one another intellectually and to contribute to the advancement of knowledge;
- to work fairly and effectively with one another both inside and outside the academic context;
- to be accountable for our actions and conduct;
- to recognize and value positive contributions from others.
C  Partnership

The Foundation of our University community

The following principles underpin the approach that students and staff take to working in partnership at Reading.

Partnership:

• Is based on values of trust and respect
• Is empowering and inclusive
• Enables the collaborative development of meaningful change
• Creates a sense of belonging to our University community.

You can find out more about the Principles of Partnership, including further resources to support student-staff partnerships and collaborative working, on the Student-Staff Partnerships webpage.

Student-Staff Partnerships
D – How do I get started?

Term Dates

The term dates for the current academic year and the following one can be found by using the web link below:

Term Dates

Enrolment and your Campus Card

Every academic year you are required to enrol with the University, whether you are starting a new programme or continuing a programme that you were on last year.

New Students/Starting a new programme of study

You will need to enrol for your programme online before you can be fully registered. We currently have two enrolment statuses:

- ‘On-campus’ – for students attending face-to-face sessions on campus;
- ‘At a distance’ – for students who are unable to study on campus due to COVID-19 travel restrictions or specific medical advice and therefore need to study remotely.

When you are enrolling you will need to request to enrol ‘at a distance’ and tell us the reasons why you cannot attend in person. You can change your status at a later date.

Details of the steps you need to follow can be found here or in your Welcome Guide.

For those studying ‘on campus’, your enrolment will be complete once you have arrived on campus and collected your Campus Card, which will be yours for the duration of your programme. For those studying ‘at a distance’, we will notify you once your enrolment is complete. You will be able to collect your Campus Card when you join us on campus.

Once you are enrolled, you will be able to retrieve your University log in details which will give you access to your University of Reading email, timetable, Blackboard, MS Teams, Me@Reading and RISIS Portal.

Your Campus Card allows you access to:

- the University Library
- 24-hour IT/computer facilities
- study lounges
- some buildings and rooms where access facilities have been installed (which may include your Hall of Residence)

Topping up your Campus Card account with money enables you to:

- pay for printing
- pay Library fines
- pay for food, drink and services at tills using the Campus Card Portal
- benefit from special discounts and offers exclusive to those paying using the Campus Card

More information on using your Campus Card can be found using the link below:

Information on Campus Card
Returning Students

It is important that as a returning student you also complete re-enrolment each year. Details on how to do this can be found using the link below:

Information on Enrolment

Term time addresses and phone numbers

You must keep your RISIS student record updated, including providing a term-time address and (where possible) a mobile phone number. It is very important that we have these details so we can keep you updated throughout the year and contact you in case of an emergency.

University of Reading RISIS portal login page

Email and other forms of communication

Your University email address is the main form of communication between staff and students and you should use this whenever you need to contact anyone at the University, except where otherwise advised.

We will:

- Ensure that your University of Reading email account will be available to you for the entire duration of your studies.
- Provide suitable, supported email software for the entire duration of your studies.
- Ensure our email service meets standards of availability, reliability, performance and security, as determined by us and under our own control.

Please note that email sent from non-University mail accounts may be classified as SPAM and hence not read.

We also have a range of online communications channels:

- Module and School specific information is placed on Blackboard Learn, including regular announcements and notifications;
  Blackboard Learn portal login page
- You can find your personal information and the ‘Ask a Question’ feature to communicate with your Support Centre on the RISIS web portal;
  University of Reading RISIS portal login page
- And via Essentials.
  Essentials homepage.

It is important that all communications between you and the University are conducted in line with the following statement:

You will use your University email account or the relevant University virtual learning environment for all communications with the University. You understand that the University will use your University email account to formally communicate with you following registration (unless the University agrees
otherwise). As such it is the University's expectation that you will check your University email account daily and you agree to do so at least once a week.

**UoR Student App**

The official UoR Student App makes accessing all the essential information you need for student life at Reading as easy as possible. The app is available for all current students to download for free on android and iOS devices. It offers:

- your academic timetable
- a personalised Me@Reading news feed
- instant notifications
- easy access to support information and maps.

Simply download the app and log in using your University username and password. Remember to turn on notifications!

**Me@Reading student portal**

Me@Reading Student is your personalised news portal. Login to find out what’s happening and to read the latest news and events for you.

**How do I access Me@Reading?**

Once you've picked up your Campus Card and retrieved your University username and password from RISIS, you're ready to go. Access Me@Reading Student.

Me@Reading is updated every day, so bookmark it and check it as much as possible to keep up to date with university life.

**Module selection**

As a postgraduate taught student your course offers optional modules. You will be required to select these online. This process is called module selection and takes place in September.

Further information can be found on Essentials:

- Information on Module Selection

For Flexible-modular students, at the beginning of each year of your programme, you will be asked to choose your core as well as optional modules.

For any module choices, it is possible to change your choices if you notify the administrative team at least two weeks before a module is due to run. Once a module starts, you cannot subsequently de-enrol yourself and you will be committed to the assessment for the module. If you are having difficulties attending a module, you must discuss this with your Academic Tutor with a view to submitting an Extenuating Circumstances Form via the on-line system in RISIS.
Your teaching and learning plan

Your teaching and learning plan for 2021/22 can be accessed via Blackboard.

Information on accessing Blackboard

Your timetable shows live, scheduled classes that you need to attend as part of your programme. These sessions may be a mixture of live on campus and live online.

Information on how to access your timetable, along with help & support, can be found on Essentials.

Information on your timetable - Essentials website

In addition to the timetable, a Module Roadmap containing a module overview will be made available on your Blackboard course. Also via your Blackboard course, you will be provided with a Weekly Plan containing an outline of the learning and activities that you need to complete each week. Additional activities will be advertised by your School and University services to complement your learning. Information on how to sign up and attend these events will be provided within the advertisement.

Blackboard

Blackboard is our online Virtual Learning Environment (VLE) and is the main hub for all of your online learning. You will use it to meet, study and engage with your lecturers and other students. This will include roadmaps and plans that explain how your modules are being delivered, announcements, live online sessions, digital learning materials, discussion forums and self-paced learning activities. You will also use it to submit your assignments electronically and receive your marks and feedback.

Further information can be found using the link below:

Information on Blackboard

Reading lists

Your online reading list is created by your module convenor and is accessible through your module content on Blackboard. These can also be found in our online reading list software, Talis, at reading.rl.talis.com and in the Blackboard area for each module. At any time, whether you are enrolled on a module or not, you can see the reading list for a module. All you need is the code. For example, for CEM206 Construction Contract Law, simply enter CEM206 into the search box and click search. When you are looking at a module in Blackboard, and you access the reading list there, it picks up the same data from Talis as if you were in Talis. Please, in every module, use the reading lists to guide you into the literature.

Your reading list is an interactive and dynamic list of recommend readings, which provides quick links to:

- real-time information about Library books’ availability,
- digital Library resources such as e-books and e-journal articles
- links to external web pages and embedded multimedia,
- scanned extracts of key readings requested by academic staff through the Library’s scanning service.
Core reading is important in developing an understanding of each topic. It is not possible to make adequate progress without reading. And it is very difficult to read anything without writing while you read: make notes. Try to avoid merely summarising, though. Note down questions that occur to you and things that the reading puts you in mind of. Think not simply about what the authors wrote but also what they did that enabled them to write it. What kind of research was done? What methods were used to carry out the research? Where was it carried out and when? Everything you read has a context and limits of applicability. Use these to help inform your notetaking. Never read without making notes. As well as referring to textbooks, it is essential to be aware of the latest research papers in each topic. Please see the subject guide at http://libguides.reading.ac.uk/construction. There is also some general information at http://libguides.reading.ac.uk/reading-lists/students.
E – What is my Programme?

We offer seven MSc programmes. Each can be taken as a one-year full-time programme or as a flexible-modular programme. In this University, flexible-modular is a term used to describe a specific type of part-time programme that provides students with the choice about how many years to spread their period of study, usually between two and five years. Each MSc programme is made up of 180 credits. See your Programme Specification for more information. Your programme is made up of a combination of compulsory and optional modules. The module descriptions will give you details on how your modules will be taught and assessed. Several intensive one-week modules take place, often with students from other MSc programmes in the School. Ten credits represent about 100 hours of study, most of which is not in class.

Structure

All our MSc programmes share a common structure. At the heart of each programme are important modules relating to research skills, dissertations and integrating studies. First, the dissertation involves a sustained piece of supervised research and writing throughout the period of study, supported by supervision and a separate module in research skills. Second, each programme has an integrating core module in which the material from the taught modules is integrated and applied through case studies or other applied work (for flexible-modular students, the integrating module is split into two modules of 20 credits each, one for each of the two years of study). Outside these key modules, the learning is achieved in one-week modules spread throughout the programme with assignments and coursework. Each ten-credit module is taught completely and exclusively within an intensive week of classes, with the assessment to be submitted some weeks after the module. There are optional modules in every programme, enabling a flexible programme tailored to individual student needs.¹

Each MSc programme involves a specific set of core modules and some optional modules. The outlines of each MSc programme are given in the following pages. The subsequent section provides summaries of each module to help students choose their options.²

Each of the module weeks consists of a mix of formal lectures, participative activities and study/research time. Between the module weeks, students will study for dissertations and assignment work from the modules. Full-time students may be involved with lectures and talks from guest speakers as well as site visits and field trips between the module weeks. All students are supported in their learning using the on-line system, Blackboard, accessed with your University username and password. Most modules are opened to students only when there is some content in them. It is quite usual for content to be unavailable until just before a module is taught.

At the beginning of your period of study, you will be asked to provide information about which optional modules you wish to choose. We need an early indication of module choices so that we can book appropriate rooms and schedule sufficient resources. However, you may change your options within reason, but not later than two weeks before an option is time-tabled to run. Programme Directors and module convenors are happy to advise on module content and choice.

Please note that, while every effort has been made to ensure that the syllabus is accurate, the University reserves the right to amend the content as necessary and appropriate. The research-led philosophy of the programme often means that new topics are introduced at short notice. This is always done in the best interests of the students.

¹ Please be aware that there are some timetabling constraints that preclude certain combinations of modules.
² Throughout this document, numbers in brackets after module names indicate the number of credits in each module. All MSc programmes must add up to 180 credits.
Flexibility

All our MSc programmes are offered as a one-year full-time programme, starting in September each year, or two-year flexible-modular programme, starting in January or September each year. (Please note that a January start will involve a period of study that is nine months longer than a September start.)

The modular structure of the programmes allows students (whether full-time or flexible-modular) to select subjects that meet their own needs and interests, while developing a core set of knowledge and skills. In addition to the underlying theoretical principles, there is also a strong focus on the development of critical thinking ability together with the practical skills that are needed to make a difference in practice.

For flexible-modular mode of study, our expectation is that the programme will be completed in two years, although it may cover up to five years of study. Every module has a defined schedule and, once started, must be completed on time. However, the integrating module for flexible-modular students has been split into two halves, each of which is taken in a separate year. The research skills module in each programme is intended to be taken in the first year of study, while the dissertation module in the second or subsequent year. This avoids the need to spread single, large modules over multiple years. Finally, the optional modules can be spread out during the period of study, since they all run every year. Teaching typically takes place in single-week modules, Monday to Friday, usually commencing Monday at 14:00 and concluding 12:30 on Friday, with all other times as 09:00-17:30. Please be aware that a few modules do not follow this framing, so it is advisable to check in advance if you need to make arrangements, such as child-care or work, in order to attend classes.

Guest Attendance

You may be able to attend lectures for additional modules on a guest basis, without completing the assessment/examination. Any such attendance would not contribute/count towards your final mark/progression/classification and would require permission from the relevant module convenor. If you’re interested in guest attendance, you should first discuss it with your Academic Tutor, who will help you consider the impact it may have on your main programme of study and your overall workload. Guest attendance at lectures will not appear on your timetable – you will be responsible for finding out the timetabling requirements and regularly checking Blackboard posts for any scheduling changes. It is important to note that guest attendance does not enable you to enrol formally on the relevant module after the normal deadline, nor is it acceptable grounds for exceptional circumstance requests. Further information can be found in the Policy statement on non-contributory modules and guest attendance.

Students studying part-time

Any of our MSc programmes may be taken on a full-time or a flexible-modular basis. To facilitate this, all the teaching is in block weeks, so that full-time and flexible-modular students are study together. Time is given after the module for submission of assignments. More time is given to flexible-modular students since they are assumed to be in full-time work while studying part-time. The expectation is that flexible-modular students will complete their studies in two years. But the maximum period for registration for flexible-modular students is 63 months, enabling them to pace their studies along with their other responsibilities. There is an option for flexible-modular students to enrol in January each year, but January starters need three years minimum to complete their programme of study.

Site visits that take place when a module is not running are generally designed for full-time students. We assume that flexible-modular are already working in a job that provides regular opportunities to
visit sites. If a site visit is an essential feature of a specific module, it will take place during the module week.

In the case of flexible-modular students, programme directors are happy to hold meetings over Skype or telephone. It is important to maintain contact.

**Programme Specification**

You can find details of the requirements and structure of your degree/course from the Programme Specification. This can be found using the link below. If you are unsure which year to select, please check with your Support Centre.

- [Programme Specifications](#)

You can access your Further Programme Information (FPI) by logging onto the [RISIS portal](#).

(i) Selecting the **information** tab

(ii) Selecting **programme and modules** from the drop-down list.

From here you will then be able to access the FPI by clicking on the **Further Programme Information for 2021/22** link.

**Assessment**

Assessment of student work is done with a range of different methods, mostly by written assignments but also with some modules using on-line tests, group work, presentations, and so on. A few modules have formal examinations. Each ten-credit module is contained within a single timetabled week focused solely on that module, with the assessments being scheduled in relation to the particular module week.

Full details of assessment requirements for the programme and the modules are given in programme specifications (see next paragraph). Details of how modules are allocated to programmes can be found on pages 43-44 of this document.

Most examinations are held in the summer term, further information can be found in **Section G** and examination dates can be found using the link below:

- [Examination dates](#)

**Safety**

For those students whose programmes include laboratory work, an introduction to laboratory use, procedures and safety will be held early in the first term, and before commencement of laboratory practical work. Information about safety procedures, the specific responsibilities of students, and the Health and Safety at Work Act will be issued at this session.

You can find the latest guidance on safety measures in response to COVID-19 on [Essentials](#).

**Additional costs of studying**

During your time studying at Reading, you may encounter some additional costs, for example field trips, textbooks, or stationery. Many MSc students, for example, need a pair of safety boots for site
visits. These must fulfil the requirements for health and safety legislation. If you do not have appropriate boots, you will be denied access to building sites. This strict requirement may be unfamiliar to those new to the UK construction industry.

Additional costs will be made clear on your programme specification and relevant module descriptions. It is prudent to budget appropriately for these costs, and the Advice Service in the Students’ Union can help you either by email or personally. You can also visit the website below for more generic information. More specific information can be given by your Department or School.

✉️ advice@rusu.co.uk

🎯 RUSU Money Advice

➡️ University of Reading Student Financial Support Team
MSc Construction Cost Management

Overview

MSc Construction Cost Management is for graduates of any discipline who are interested in a career in construction cost management or quantity surveying. Cost management comprises every aspect of a project from concept through design, production and occupancy. It involves new projects, refurbishment projects, heritage restoration and the maintenance of all built facilities. Students will develop a broad understanding of management principles, cost, time, and quality management, with the legal and contractual aspects of project delivery. The programme has an international perspective and is open to applicants who are considering a career in cost management with public and private sector clients, consultants or contractors in the building and civil engineering sectors, including oil and gas. This programme is accredited by the RICS and CIOB.

Core modules for full-time students

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEM10A</td>
<td>Research Skills</td>
<td>(20)</td>
</tr>
<tr>
<td>CEM10B</td>
<td>Research Dissertation</td>
<td>(40)</td>
</tr>
<tr>
<td>CEM104</td>
<td>Construction Cost Management Principles and Practice</td>
<td>(40)</td>
</tr>
<tr>
<td>CEM202</td>
<td>Construction Project Management</td>
<td>(10)</td>
</tr>
<tr>
<td>CEM206</td>
<td>Construction Contract Law</td>
<td>(10)</td>
</tr>
<tr>
<td>CEM228</td>
<td>Construction Economics</td>
<td>(10)</td>
</tr>
<tr>
<td>CEM238</td>
<td>Construction Cost Engineering</td>
<td>(10)</td>
</tr>
</tbody>
</table>

Core modules for flexible-modular students

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEM10A</td>
<td>Research skills</td>
<td>(20)</td>
</tr>
<tr>
<td>CEM10B</td>
<td>Research Dissertation</td>
<td>(40)</td>
</tr>
<tr>
<td>CEM14A</td>
<td>Construction Cost Management Principles and Practice A</td>
<td>(20)</td>
</tr>
<tr>
<td>CEM14B</td>
<td>Construction Cost Management Principles and Practice B</td>
<td>(20)</td>
</tr>
<tr>
<td>CEM202</td>
<td>Construction Project Management</td>
<td>(10)</td>
</tr>
<tr>
<td>CEM206</td>
<td>Construction Contract Law</td>
<td>(10)</td>
</tr>
<tr>
<td>CEM228</td>
<td>Construction Economics</td>
<td>(10)</td>
</tr>
<tr>
<td>CEM238</td>
<td>Construction Cost Engineering</td>
<td>(10)</td>
</tr>
</tbody>
</table>

Optional modules for all students: 40 credits from this list of optional modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEM204</td>
<td>International Construction</td>
<td>(10)</td>
</tr>
<tr>
<td>CEM205</td>
<td>Human Resources Management</td>
<td>(10)</td>
</tr>
<tr>
<td>CEM209</td>
<td>Managing Construction</td>
<td></td>
</tr>
<tr>
<td>CEM210</td>
<td>People, Information and Technology</td>
<td>(10)</td>
</tr>
<tr>
<td>CEM220</td>
<td>Urban Sustainability</td>
<td>(10)</td>
</tr>
<tr>
<td>CEM225</td>
<td>Building Information Modelling</td>
<td>(10)</td>
</tr>
<tr>
<td>CEM230</td>
<td>Design Management</td>
<td>(10)</td>
</tr>
<tr>
<td>CEM242</td>
<td>Advanced Visualisation and Interactive Technologies</td>
<td>(10)</td>
</tr>
<tr>
<td>CEM243</td>
<td>New Technology, Management and Change</td>
<td>(10)</td>
</tr>
<tr>
<td>CEM244</td>
<td>Analysing Construction Processes</td>
<td>(10)</td>
</tr>
<tr>
<td>CEM302</td>
<td>Strategic Management</td>
<td>(10)</td>
</tr>
<tr>
<td>CEM335</td>
<td>Real Estate Development Analysis and Appraisal</td>
<td>(10)</td>
</tr>
</tbody>
</table>

Focus

The distinctive focus of this programme is on the principles, tools and techniques of financial and cost management from inception of a project, through to design and construction.

Construction and property cost consultancy is a thriving business activity which is seeking to recruit ambitious graduates from all disciplines who wish to enter a career in which they will develop in a climate of self-management and progress by making their own career choices. Property and construction cost consultants provide services to clients of the construction and property industries

1 One option may be chosen from the full list of 10-credit MSc optional modules available in the School.
through the professional application of economic, financial, engineering, design, management and communication skills.

Flexible-modular students January entry

There will be an induction day for January starters at the beginning of the Spring Term. The CEM10A and CEM14A modules will start in September of the first year. CEM10B and CEM14B will run until Summer of the third year of study. Therefore, January starts require the period of study to run for at least three academic years, aiming to graduate in December of the third calendar year.
# Programme timetable for Construction Cost Management (CC)

<table>
<thead>
<tr>
<th>Code</th>
<th>Core modules</th>
<th>Dates</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEM104/14A</td>
<td>Welcome and Introduction</td>
<td>20–24 Sep 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM238**</td>
<td>Construction Skills</td>
<td>01–05 Nov 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM210</td>
<td>Construction Project Management</td>
<td>04–08 Oct 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM206</td>
<td>Research Skills</td>
<td>06–10 Dec 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM222</td>
<td>Construction Economics</td>
<td>21–25 Feb 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM228</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional modules (Four options from this list¹)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEM225</td>
</tr>
<tr>
<td>CEM209</td>
</tr>
<tr>
<td>CEM230</td>
</tr>
<tr>
<td>CEM242</td>
</tr>
<tr>
<td>CEM243</td>
</tr>
<tr>
<td>CEM220</td>
</tr>
<tr>
<td>CEM205</td>
</tr>
<tr>
<td>CEM335</td>
</tr>
<tr>
<td>CEM204</td>
</tr>
<tr>
<td>CEM210</td>
</tr>
<tr>
<td>CEM244</td>
</tr>
<tr>
<td>CEM302</td>
</tr>
</tbody>
</table>

*CEM10B has no scheduled lectures; this is a one-to-one tutorial between you and your assigned dissertation supervisor. For the flexible-modular programme, if the student would like to complete their study in two years, they must choose CEM10B in their 2nd year of their study. Students can only take CEM10B module after they have completed CEM10A, the pre-requisite module for CEM10B.

**CEM238 takes place over two weeks.

Full-time programme: These dates are firm. Modules will only be moved for unavoidable operational reasons.

Flexible-modular programme: Modules for students on the flexible-modular programme will be spread over two years (up to a maximum of five). We aim to run modules at the same time each year, although this cannot be guaranteed. Please discuss the timing of your core and optional modules with your Programme Director.

¹ One option may be chosen from the full list of 10-credit MSc optional modules available in the School.
MSc Construction Management

Overview

MSc Construction Management engages with both project and company management, with distinct international dimensions. Study involves advanced case studies around topical issues, facilitated teamwork and an interesting programme of field trips and visits. Students graduating from this programme typically develop their careers in senior management positions in construction companies and the public sector all over the world. This programme is accredited by RICS and CIOB.

Core modules for full-time students

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEM10A</td>
<td>Research Skills</td>
<td>20</td>
</tr>
<tr>
<td>CEM10B</td>
<td>Research Dissertation</td>
<td>40</td>
</tr>
<tr>
<td>CEM102</td>
<td>Business of Construction</td>
<td>40</td>
</tr>
<tr>
<td>CEM202</td>
<td>Construction Project Management</td>
<td>10</td>
</tr>
<tr>
<td>CEM204</td>
<td>International Construction</td>
<td>10</td>
</tr>
<tr>
<td>CEM206</td>
<td>Construction Contract Law</td>
<td>10</td>
</tr>
<tr>
<td>CEM209</td>
<td>Managing Construction</td>
<td>10</td>
</tr>
<tr>
<td>CEM210</td>
<td>People, Information and Technology</td>
<td>10</td>
</tr>
</tbody>
</table>

Core modules for flexible-modular students

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEM10A</td>
<td>Research skills</td>
<td>20</td>
</tr>
<tr>
<td>CEM10B</td>
<td>Research Dissertation</td>
<td>40</td>
</tr>
<tr>
<td>CEM12A</td>
<td>Business of Construction A</td>
<td>20</td>
</tr>
<tr>
<td>CEM12B</td>
<td>Business of Construction B</td>
<td>20</td>
</tr>
<tr>
<td>CEM202</td>
<td>Construction Project Management</td>
<td>10</td>
</tr>
<tr>
<td>CEM204</td>
<td>International Construction</td>
<td>10</td>
</tr>
<tr>
<td>CEM206</td>
<td>Construction Contract Law</td>
<td>10</td>
</tr>
<tr>
<td>CEM209</td>
<td>Managing Construction</td>
<td>10</td>
</tr>
<tr>
<td>CEM210</td>
<td>People, Information and Technology</td>
<td>10</td>
</tr>
</tbody>
</table>

Optional modules for all students: 30 credits from this list of optional modules

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEM205</td>
<td>Human Resource Management</td>
<td>10</td>
</tr>
<tr>
<td>CEM215</td>
<td>Infrastructure Development</td>
<td>10</td>
</tr>
<tr>
<td>CEM216</td>
<td>International Construction Labour</td>
<td>10</td>
</tr>
<tr>
<td>CEM217</td>
<td>Construction Sector Transition</td>
<td>10</td>
</tr>
<tr>
<td>CEM220</td>
<td>Urban Sustainability</td>
<td>10</td>
</tr>
<tr>
<td>CEM225</td>
<td>Building Information Modelling</td>
<td>10</td>
</tr>
<tr>
<td>CEM228</td>
<td>Construction Economics</td>
<td>10</td>
</tr>
<tr>
<td>CEM229</td>
<td>Green Building Assessment</td>
<td>10</td>
</tr>
<tr>
<td>CEM230</td>
<td>Design Management</td>
<td>10</td>
</tr>
<tr>
<td>CEM233</td>
<td>Urban Energy Systems</td>
<td>10</td>
</tr>
<tr>
<td>CEM238</td>
<td>Construction Cost Engineering</td>
<td>10</td>
</tr>
<tr>
<td>CEM242</td>
<td>Advanced Visualisation and Interactive Technologies</td>
<td>10</td>
</tr>
<tr>
<td>CEM243</td>
<td>New Technology, Management and Change</td>
<td>10</td>
</tr>
<tr>
<td>CEM244</td>
<td>Analysing Construction Processes</td>
<td>10</td>
</tr>
<tr>
<td>CEM302</td>
<td>Strategic Management</td>
<td>10</td>
</tr>
<tr>
<td>CEM319</td>
<td>Life Cycle Assessment</td>
<td>10</td>
</tr>
<tr>
<td>CEM335</td>
<td>Real Estate Development: Analysis and Appraisal</td>
<td>10</td>
</tr>
</tbody>
</table>

Focus

The distinctive focus is on the management of the construction firm, including finance, organisation, project procurement, contracts for design and construction, information and communication

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¹ One option may be chosen from the full list of 10-credit MSc optional modules available in the School.
technologies in the construction sector and the expectations of clients, developers, financiers and investors in a project.

The programme suits those who have an interest in pursuing a career in the management of construction, whether on the supply side or the demand side. Graduates with professional experience will find this programme provides a strong grounding for promotion to more senior management positions. Graduates without experience will find this programme an excellent way to gain mastery of the topics relating to management in construction.

**Flexible-modular students January entry**

There will be an induction day for January starters at the beginning of the Spring Term. The CEM10A and CEM12A modules will start in September of the first year. CEM10B and CEM12B will run until Summer of the third year of study. Therefore, January starts require the period of study to run for at least three academic years, aiming to graduate in December of the third calendar year.
<table>
<thead>
<tr>
<th>Code</th>
<th>Core modules</th>
<th>Dates</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEM102/12A</td>
<td>Welcome and Introduction</td>
<td>20–24 Sep 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM202</td>
<td>Business of Construction</td>
<td>27 Sep–01 Oct 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM209</td>
<td>Construction Project Management</td>
<td>04–08 Oct 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM10A</td>
<td>Managing Construction</td>
<td>25–29 Oct 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM206</td>
<td>Research Skills</td>
<td>01–05 Nov 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM204</td>
<td>Construction Contract Law</td>
<td>06–10 Dec 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM10B*</td>
<td>Research Dissertation</td>
<td>On going</td>
<td>Spr/Sum</td>
</tr>
<tr>
<td>CEM210</td>
<td>International Construction</td>
<td>14–18 Feb 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM21A</td>
<td>People, Information and Technology</td>
<td>21–25 Mar 2022</td>
<td>Spring</td>
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### Optional modules (Three options)

<table>
<thead>
<tr>
<th>Code</th>
<th>Core modules</th>
<th>Dates</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEM217</td>
<td>Construction Sector Transition</td>
<td>11–15 Oct 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM225</td>
<td>Building Information Modelling</td>
<td>18–22 Oct 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM230</td>
<td>Design Management</td>
<td>15–19 Nov 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM242</td>
<td>Advanced Visualisation and Interactive Tech</td>
<td>29 Nov–03 Dec 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM319</td>
<td>Life Cycle Assessment</td>
<td>06–10 Dec 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM229</td>
<td>New technology, management and change</td>
<td>10–14 Jan 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM220</td>
<td>Urban Sustainability</td>
<td>17–21 Jan 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM205</td>
<td>Human Resource Management</td>
<td>24–28 Jan 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM238**</td>
<td>Construction Cost Engineering</td>
<td>08–12 Nov 2021 and 31 Jan–04 Feb 2022</td>
<td>Autumn, Spring</td>
</tr>
<tr>
<td>CEM335</td>
<td>Real Estate Development: Analysis and Appraisal</td>
<td>07–11 Feb 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM228</td>
<td>Construction Economics</td>
<td>21–25 Feb 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM229</td>
<td>Green Building Assessment</td>
<td>07–11 Mar 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM216</td>
<td>International Construction Labour</td>
<td>14–18 Mar 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM244</td>
<td>Analysing Construction Processes</td>
<td>18–22 Apr 2022</td>
<td>Summer</td>
</tr>
<tr>
<td>CEM215</td>
<td>Infrastructure Development</td>
<td>16–20 May 2022</td>
<td>Summer</td>
</tr>
</tbody>
</table>

**Full-time programme:** These dates are firm. Modules will only be moved for unavoidable operational reasons.

**Flexible-modular programme:** Modules for students on the flexible-modular programme will be spread over two years (up to a maximum of five). We aim to run modules at the same time each year, although this cannot be guaranteed. Please discuss the timing of your core and optional modules with your Programme Director.

**Simultaneous optional modules:** Please note that some modules take place in the same week. This means if you choose one of these you cannot choose the other.

* CEM10B has no scheduled lectures; this is a one-to-one tutorial between you and your assigned dissertation supervisor. For the flexible-modular programme, if the student would like to complete their study in two years, they must choose CEM10B in their 2nd year of their study. Students can only take CEM10B module after they have completed CEM10A, the pre-requisite module for CEM10B

**CEM238 takes place over two weeks.**

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1 One option may be chosen from the full list of 10-credit MSc optional modules available in the School.
MSc Construction Management and International Development

Overview

MSc Construction Management and International Development is focused on countries undergoing rapid urbanisation, placing construction-related knowledge within the economic, social and developmental contexts in emerging economies. Case studies form a major part of the learning for this programme. They are based around the students’ interests and provide opportunities to develop skills and knowledge relevant to the country or region in which they seek to develop their career. Supervised dissertation research takes place in parallel with the modules and this continues throughout the year of study. Students graduating from this programme will typically be employed by government and international agencies, the humanitarian sector and in private sector firms.

Core modules for full-time students

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEM10A</td>
<td>Research Skills</td>
<td>20</td>
</tr>
<tr>
<td>CEM10B</td>
<td>Research Dissertation</td>
<td>40</td>
</tr>
<tr>
<td>CEM150</td>
<td>International Development in Construction</td>
<td>40</td>
</tr>
<tr>
<td>CEM215</td>
<td>Infrastructure Development</td>
<td>10</td>
</tr>
<tr>
<td>CEM216</td>
<td>International Construction Labour</td>
<td>10</td>
</tr>
<tr>
<td>CEM217</td>
<td>Construction Sector Transition</td>
<td>10</td>
</tr>
<tr>
<td>CEM220</td>
<td>Urban Sustainability</td>
<td>10</td>
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</table>

Core modules for flexible-modular students

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEM10A</td>
<td>Research Skills</td>
<td>20</td>
</tr>
<tr>
<td>CEM10B</td>
<td>Research Dissertation</td>
<td>40</td>
</tr>
<tr>
<td>CEM15A</td>
<td>International Development in Construction</td>
<td>20</td>
</tr>
<tr>
<td>CEM15B</td>
<td>International Development in Construction</td>
<td>20</td>
</tr>
<tr>
<td>CEM215</td>
<td>Infrastructure Development</td>
<td>10</td>
</tr>
<tr>
<td>CEM216</td>
<td>International Construction Labour</td>
<td>10</td>
</tr>
<tr>
<td>CEM217</td>
<td>Construction Sector Transition</td>
<td>10</td>
</tr>
<tr>
<td>CEM220</td>
<td>Urban Sustainability</td>
<td>10</td>
</tr>
</tbody>
</table>

Optional modules for all students: 40 credits from this list of optional modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEM202</td>
<td>Construction Project Management</td>
<td>10</td>
</tr>
<tr>
<td>CEM204</td>
<td>International Construction</td>
<td>10</td>
</tr>
<tr>
<td>CEM205</td>
<td>Human Resource Management</td>
<td>10</td>
</tr>
<tr>
<td>CEM206</td>
<td>Construction Contract Law</td>
<td>10</td>
</tr>
<tr>
<td>CEM209</td>
<td>Managing Construction</td>
<td>10</td>
</tr>
<tr>
<td>CEM210</td>
<td>People, Information and Technology</td>
<td>10</td>
</tr>
<tr>
<td>CEM225</td>
<td>Building Information Modelling</td>
<td>10</td>
</tr>
<tr>
<td>CEM228</td>
<td>Construction Economics</td>
<td>10</td>
</tr>
<tr>
<td>CEM230</td>
<td>Design Management</td>
<td>10</td>
</tr>
<tr>
<td>CEM243</td>
<td>New Technology, Management and Change</td>
<td>10</td>
</tr>
<tr>
<td>CEM302</td>
<td>Strategic Management</td>
<td>10</td>
</tr>
<tr>
<td>CEM335</td>
<td>Real Estate Development: Analysis &amp; Appraisal</td>
<td>10</td>
</tr>
</tbody>
</table>

Focus

The distinctive focus is on countries undergoing rapid urbanisation, placing construction-related knowledge within the economic, social and developmental contexts in emerging economies. The programme is aimed at early-to-mid-career professionals with an interest in the role of construction in emerging economies. The programme will appeal to those seeking to bring about practical changes in a range of different national contexts. It will also appeal to those working with international NGOs.

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1 One option may be chosen from the full list of 10-credit MSc optional modules available in the School.
who require a better understanding of construction in a developmental context. The interdisciplinary character of our programmes matches the complexity of sustainable development.

Flexible-modular students January entry

There will be an induction day for January starters at the beginning of the Spring Term. The CEM10A and CEM15A modules will start in September of the first year. CEM10B and CEM15B will run until Summer of the third year of study. Therefore, January starts require the period of study to run for at least three academic years, aiming to graduate in December of the third calendar year.
Programme timetable for Construction Management and International Development  (ID)

<table>
<thead>
<tr>
<th>Code</th>
<th>Core modules</th>
<th>Dates</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEM150/A</td>
<td>Welcome and Introduction</td>
<td>20–24 Sep 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM217</td>
<td>International Development in Construction</td>
<td>27 Sep–01 Oct 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM10A</td>
<td>Construction Sector Transition</td>
<td>11–15 Oct 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM10B*</td>
<td>Research Skills</td>
<td>01–05 Nov 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM220</td>
<td>Research Dissertation</td>
<td>On going</td>
<td>Spr/Sum</td>
</tr>
<tr>
<td>CEM216</td>
<td>Urban Sustainability</td>
<td>17–21 Jan 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM215</td>
<td>International Construction Labour</td>
<td>14–18 Mar 2022</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>Infrastructure Development</td>
<td>16–20 May 2022</td>
<td>Summer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional modules (Four options¹)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEM225</td>
</tr>
<tr>
<td>CEM209</td>
</tr>
<tr>
<td>CEM230</td>
</tr>
<tr>
<td>CEM206</td>
</tr>
<tr>
<td>CEM243</td>
</tr>
<tr>
<td>CEM205</td>
</tr>
<tr>
<td>CEM335</td>
</tr>
<tr>
<td>CEM204</td>
</tr>
<tr>
<td>CEM228</td>
</tr>
<tr>
<td>CEM210</td>
</tr>
<tr>
<td>CEM302</td>
</tr>
</tbody>
</table>

Full-time programme: These dates are firm. Modules will only be moved for unavoidable operational reasons.

Flexible-modular programme: Modules for students on the flexible-modular programme will be spread over two years (up to a maximum of five). Please discuss the timing of your core and optional modules with your Programme Director.

* CEM10B has no scheduled lectures; this is a one-to-one tutorial between you and your assigned dissertation supervisor. For the flexible-modular programme, if the student would like to complete their study in two years, they must choose CEM10B in their 2nd year of their study. Students can only take CEM10B module after they have completed CEM10A, the pre-requisite module for CEM10B

¹ One option may be chosen from the full list of 10-credit MSc optional modules available in the School.
MSc Design and Management of Sustainable Built Environments

Overview

MSc Design and Management of Sustainable Built Environments is for candidates who wish to gain a broad interdisciplinary knowledge and an advanced understanding of the key subjects in both the design and operation stages of sustainable buildings and cities. The programme is run in association with the major UK Architecture and Building Engineering companies. Students graduating from this programme will typically develop their career in a technical leadership position, driving forward the sustainability agenda in the areas of architectural design, environmental engineering, facilities management, building energy operation and green building assessment.

Core modules for full-time students

- CEM10A Research Skills (20)
- CEM18B Engineering Research Dissertation (40)
- CEM107 SDM Principles and Practice (40)
- CEM220 Urban Sustainability (10)
- CEM221 Energy in Buildings (10)
- CEM223 Urban Microclimates (10)
- CEM225 Building Information Modelling (10)
- CEM226 ICT and Energy Management (10)
- CEM229 Green Building Assessment (10)

Core modules for flexible-modular students

- CEM10A Research Skills (20)
- CEM18B Engineering Research Dissertation (40)
- CEM17A SDM Principles and Practice A (20)
- CEM17B SDM Principles and Practice B (20)
- CEM220 Urban Sustainability (10)
- CEM221 Energy in Buildings (10)
- CEM225 Building Information Modelling (10)
- CEM226 ICT and Energy Management (10)
- CEM229 Green Building Assessment (10)

Optional modules for all students: 20 credits from this list of optional modules¹

- CEM222 Building Simulation (10)*
- CEM224 Carbon Management (10)
- CEM235 Engineering Project Management (10)
- CEM242 Advanced Visualisation and Interactive Technologies (10)
- CEM243 New Technology, Management and Change (10)
- CEM319 Life Cycle Assessment (10)

*You are required to select CEM222 as one of your optional modules for accreditation purposes.

¹ One option may be chosen from the full list of 10-credit MSc optional modules available in the School.
Focus

The distinctive focus is on a truly interdisciplinary approach to the design and operation of sustainable buildings and cities.

The aim of the programme is to provide a coherent framework for the discipline and practice of design and management. Each module includes sessions delivered by leading practitioners. The programme is continually informed not only by the latest developments in industry, but also by on-going international research. It is ideal for professionals in the built environment including urban planners, architects, building services engineers, facilities managers and performance assessors. The challenges include fragmentation of disciplines in built environments. We aim to prepare professionals to address these challenges through the acquisition of key practical skills of analysis and simulation in technical issues in environmental design, engineering and management.

Flexible-modular students January entry

There will be an induction day for January starters at the beginning of the Spring Term. The CEM10A and CEM17A modules will start in September of the first year. CEM18B and CEM17B will run until Summer of the third year of study. Therefore, January starts require the period of study to run for at least three academic years, aiming to graduate in December of the third calendar year.
## Programme timetable for Design and Management of Sustainable Built Environments (DM)

<table>
<thead>
<tr>
<th>Code</th>
<th>Core modules</th>
<th>Dates</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome and Introduction</td>
<td>20–24 Sep 2021</td>
<td>Autumn</td>
<td></td>
</tr>
<tr>
<td>CEM223</td>
<td>Urban Microclimates</td>
<td>04-08 Oct 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM225</td>
<td>Building Information Modelling</td>
<td>18–22 Oct 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM10A</td>
<td>Research Skills</td>
<td>01-05 Nov 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM226</td>
<td>ICT and Energy Management</td>
<td>15–19 Nov 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM220</td>
<td>Urban Sustainability</td>
<td>17–21 Jan 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM211</td>
<td>Examinations (CEM221)</td>
<td>18–22 Apr 2022</td>
<td>Summer</td>
</tr>
<tr>
<td>Optional modules (Two options from this list)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEM242</td>
<td>Advanced Visualisation and Interactive Tech</td>
<td>29 Nov–03 Dec 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM319</td>
<td>Life Cycle Assessment</td>
<td>06–10 Dec 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM243</td>
<td>New technology, management and change</td>
<td>10–14 Jan 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM244</td>
<td>Carbon Management</td>
<td>31 Jan–04 Feb 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM222</td>
<td>Building Simulation</td>
<td>14–18 Feb 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM235</td>
<td>Engineering Project Management</td>
<td>14–18 Mar 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM107/17A</td>
<td>SDM Principles and Practice</td>
<td>27 Sep–01 Oct 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM107/17A</td>
<td>SDM Principles and Practice</td>
<td>22–26 Nov 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM107/17A</td>
<td>SDM Principles and Practice</td>
<td>21–25 Mar 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM18B</td>
<td>Engineering Research Dissertation</td>
<td>On going</td>
<td>Spr/Sum</td>
</tr>
<tr>
<td>CEM242</td>
<td>Advanced Visualisation and Interactive Tech</td>
<td>29 Nov–03 Dec 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM319</td>
<td>Life Cycle Assessment</td>
<td>06–10 Dec 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM243</td>
<td>New technology, management and change</td>
<td>10–14 Jan 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM244</td>
<td>Carbon Management</td>
<td>31 Jan–04 Feb 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM222</td>
<td>Building Simulation</td>
<td>14–18 Feb 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM235</td>
<td>Engineering Project Management</td>
<td>14–18 Mar 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM107/17A</td>
<td>SDM Principles and Practice</td>
<td>21–25 Mar 2022</td>
<td>Spring</td>
</tr>
</tbody>
</table>

**Full-time programme:** These dates are firm. Modules will only be moved for unavoidable operational reasons.

**Flexible-modular programme:** Modules for students on the flexible-modular programme will be spread over two years (up to a maximum of five). We aim to run modules at the same time each year, although this cannot be guaranteed. Please discuss the timing of your core and optional modules with your Programme Director.

**CEM107/17A:** Please note that the teaching for these modules is spread over more than one week. You must attend all of those weeks in the sequence shown. They are not optional.

---

1. Part of a week completed by another module.
2. Part of a module that occurs in more than one week. Please note, all such weeks must be completed in the same academic year; these are not optional weeks.
3. Part of a week completed by another module.
4. Part of a module that occurs in more than one week. Please note, all such weeks must be completed in the same academic year; these are not optional weeks.
5. One option may be chosen from the full list of 10-credit MSc optional modules available in the School.
MSc Digital Design and Construction

Overview

MSc Digital Design and Construction is focused on developing specialist expertise and skills in building information modelling and in the use and implementation of information management systems, tools and processes in architecture, engineering, construction and operations. Graduates will be ideally placed to be employed in construction information management, BIM and CAD management, design management, document management etc. Graduates may also follow careers in a wide range of traditional construction-related vocations such as architectural and engineering design, project management, construction management, general business management, and in the public sector or client organisations.

Core modules for full-time students

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEM10A</td>
<td>Research Skills</td>
<td>20</td>
</tr>
<tr>
<td>CEM10B</td>
<td>Research Dissertation</td>
<td>40</td>
</tr>
<tr>
<td>CEM110</td>
<td>Collaboration Practice and Innovation</td>
<td>40</td>
</tr>
<tr>
<td>CEM210</td>
<td>People, Information and Technology</td>
<td>10</td>
</tr>
<tr>
<td>CEM225</td>
<td>Building Information Modelling</td>
<td>10</td>
</tr>
<tr>
<td>CEM242</td>
<td>Advanced Visualisation and Interactive Technologies</td>
<td>10</td>
</tr>
<tr>
<td>CEM243</td>
<td>New Technology Management and Change</td>
<td>10</td>
</tr>
<tr>
<td>CEM244</td>
<td>Analysing Construction Processes</td>
<td>10</td>
</tr>
</tbody>
</table>

Core modules for flexible-modular students

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEM10A</td>
<td>Research Skills</td>
<td>20</td>
</tr>
<tr>
<td>CEM10B</td>
<td>Research Dissertation</td>
<td>40</td>
</tr>
<tr>
<td>CEM11A</td>
<td>Collaboration Practice and Innovation A</td>
<td>20</td>
</tr>
<tr>
<td>CEM11B</td>
<td>Collaboration Practice and Innovation B</td>
<td>20</td>
</tr>
<tr>
<td>CEM210</td>
<td>People, Information and Technology</td>
<td>10</td>
</tr>
<tr>
<td>CEM225</td>
<td>Building Information Modelling</td>
<td>10</td>
</tr>
<tr>
<td>CEM242</td>
<td>Advanced Visualisation and Interactive Technologies</td>
<td>10</td>
</tr>
<tr>
<td>CEM243</td>
<td>New Technology Management and Change</td>
<td>10</td>
</tr>
<tr>
<td>CEM244</td>
<td>Analysing Construction Processes</td>
<td>10</td>
</tr>
</tbody>
</table>

Optional modules for all students: 20 credits from this list of optional modules¹

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEM201</td>
<td>Introduction to Project Management</td>
<td>10</td>
</tr>
<tr>
<td>CEM204</td>
<td>International Construction</td>
<td>10</td>
</tr>
<tr>
<td>CEM205</td>
<td>Human resource management</td>
<td>10</td>
</tr>
<tr>
<td>CEM206</td>
<td>Construction Contract Law</td>
<td>10</td>
</tr>
<tr>
<td>CEM209</td>
<td>Managing Construction</td>
<td>10</td>
</tr>
<tr>
<td>CEM217</td>
<td>Construction Sector Transition</td>
<td>10</td>
</tr>
<tr>
<td>CEM228</td>
<td>Construction Economics</td>
<td>10</td>
</tr>
<tr>
<td>CEM230</td>
<td>Design Management</td>
<td>10</td>
</tr>
<tr>
<td>CEM233</td>
<td>Urban Energy Systems</td>
<td>10</td>
</tr>
<tr>
<td>CEM235</td>
<td>Engineering Project Management</td>
<td>10</td>
</tr>
<tr>
<td>CEM237</td>
<td>Basic Measurement Principles (Prereq for CEM238)</td>
<td>0</td>
</tr>
<tr>
<td>CEM238</td>
<td>Construction Cost Engineering</td>
<td>10</td>
</tr>
<tr>
<td>CEM302</td>
<td>Strategic Management</td>
<td>10</td>
</tr>
<tr>
<td>CEM335</td>
<td>Real estate Development: Analysis and Appraisal</td>
<td>10</td>
</tr>
</tbody>
</table>

Focus

The distinctive focus is on the implementation and use of digital technologies in the construction sector. Clients, both public and private, expect integrated and meaningful information to be delivered alongside the physical product. Built environment professionals need to be able to understand information requirements across the life cycle, to develop and implement project and organisational

¹ One option may be chosen from the full list of 10-credit MSc optional modules available in the School.
level information management processes, and to manage a diverse range of data and interfaces through the construction process.

**Flexible-modular students January entry**

There will be an induction day for January starters at the beginning of the Spring Term. The CEM10A and CEM11A modules will start in September of the first year. CEM10B and CEM11B will run until Summer of the third year of study. Therefore, January starts require the period of study to run for at least three academic years, aiming to graduate in December of the third calendar year.
# Programme timetable for Digital Design and Construction (DD)

<table>
<thead>
<tr>
<th>Code</th>
<th>Core modules</th>
<th>Dates</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEM110/A</td>
<td>Welcome and Introduction</td>
<td>20–24 Sep 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM225</td>
<td>Collaboration Practice and Innovation</td>
<td>27 Sep–01 Oct 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM10A</td>
<td>Building Information Modelling</td>
<td>18–23 Oct 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM10B*</td>
<td>Research Skills</td>
<td>01–05 Nov 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM242</td>
<td>Advanced Visualisation</td>
<td>29 Nov–03 Dec 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM10B*</td>
<td>Research Dissertation</td>
<td>On going</td>
<td>Spr/Sum</td>
</tr>
<tr>
<td>CEM243</td>
<td>New technology, management and change</td>
<td>10–14 Jan 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM210</td>
<td>People, Information and Technology</td>
<td>21–25 Mar 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM244</td>
<td>Analysing Construction Processes</td>
<td>18–21 Apr 2022</td>
<td>Summer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional modules (Three options¹)</th>
<th>Dates</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEM201 An Introduction to Project Management</td>
<td>11–15 Oct 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM217 Construction Sector Transition</td>
<td>11–15 Oct 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM209 Managing Construction</td>
<td>25–29 Oct 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM230 Design Management</td>
<td>15–19 Nov 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM206 Construction Contract Law</td>
<td>06-10 Dec 2021</td>
<td>Autumn</td>
</tr>
<tr>
<td>CEM205 Human Resource Management</td>
<td>22–28 Jan 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM238** Construction Cost Engineering</td>
<td>08–12 Nov 2021 and</td>
<td>Autumn</td>
</tr>
<tr>
<td></td>
<td>31 Jan–04 Feb 2022</td>
<td></td>
</tr>
<tr>
<td>CEM204 International Construction</td>
<td>14–18 Feb 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM228 Construction Economics</td>
<td>21–25 Feb 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM235 Engineering Project Management</td>
<td>14–18 Mar 2022</td>
<td>Spring</td>
</tr>
<tr>
<td>CEM302 Strategic Management</td>
<td>09–13 May 2022</td>
<td>Summer</td>
</tr>
</tbody>
</table>

**Full-time programme:** These dates are firm. Modules will only be moved for unavoidable operational reasons.

**Flexible-modular programme:** Modules for students on the flexible-modular programme will be spread over two years (up to a maximum of five). Please discuss the timing of your core and optional modules with your Programme Director.

**Simultaneous optional modules:** Please note that some modules take place in the same week. This means if you choose one of these you cannot choose the other.

** CEM10B has no scheduled lectures; this is a one-to-one tutorial between you and your assigned dissertation supervisor. For the flexible-modular programme, if the student would like to complete their study in two years, they must choose CEM10B in their 2nd year of their study. Students can only take CEM10B module after they have completed CEM10A, the pre-requisite module for CEM10B

*CEM238 runs over two weeks.

¹ One option may be chosen from the full list of 10-credit MSc optional modules available in the School.
MSc Project Management (PM)

Overview

MSc Project Management focuses on the strategic management of projects, programmes and portfolios. Students graduating from this programme typically develop their careers in senior leadership positions in construction and other project-based organisations with responsibilities for developing integrated approaches to organising teams around projects, programmes and portfolios. This programme is accredited by RICS, CIOB and APM.

<table>
<thead>
<tr>
<th>Core modules for full-time students</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEM10A Research Skills (20)</td>
</tr>
<tr>
<td>CEM10B Research Dissertation (40)</td>
</tr>
<tr>
<td>CEM103 Principles and Practice of Project Management (40)</td>
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<tr>
<td>CEM201 Introduction to Project Management (10)</td>
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<tr>
<td>CEM205 Human Resource Management (10)</td>
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<tr>
<td>CEM206 Construction Contract Law (10)</td>
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<tr>
<td>CEM230 Design Management (10)</td>
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<tr>
<td>CEM335 Real Estate Development Analysis and Appraisal (10)</td>
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<table>
<thead>
<tr>
<th>Core modules for flexible-modular students</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEM10A Research Skills (20)</td>
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<td>CEM10B Research Dissertation (40)</td>
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<td>CEM13B Principles and Practice of Project Management B (20)</td>
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<td>CEM230 Design Management (10)</td>
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<tr>
<td>CEM335 Real Estate Development Analysis and Appraisal (10)</td>
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<table>
<thead>
<tr>
<th>Optional modules for all students: 30 credits from this list of optional modules</th>
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<tbody>
<tr>
<td>CEM204 International Construction (10)</td>
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<tr>
<td>CEM209 Managing Construction (10)</td>
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<tr>
<td>CEM210 People, Information and Technology (10)</td>
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<tr>
<td>CEM220 Urban Sustainability (10)</td>
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<tr>
<td>CEM225 Building Information Modelling (10)</td>
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<tr>
<td>CEM228 Construction Economics (10)</td>
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<td>CEM229 Green Building Assessment (10)</td>
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<td>CEM238 Construction Cost Engineering (10)</td>
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<tr>
<td>CEM242 Advanced Visualisation and Interactive Technologies (10)</td>
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<tr>
<td>CEM243 New Technology, Management and Change (10)</td>
</tr>
<tr>
<td>CEM244 Analysing Construction Processes (10)</td>
</tr>
<tr>
<td>CEM302 Strategic Management (10)</td>
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</table>
Focus

The distinctive focus is on the strategic management of projects, programmes and portfolios.

The aim of the programme is to provide a coherent framework for the discipline and practice of project management. Each module includes sessions delivered by leading practitioners. The programme is continually informed not only by the latest developments in industry, but also by on-going international research. A recurring theme throughout the programme concerns the dynamic nature of construction projects. Not only is it necessary to set clear objectives at the beginning of a project, it is also important to update them continually as the project unfolds. A further theme is the need for project managers to provide leadership. This requires a high level of interpersonal skills to motivate diverse team members towards the realisation of project success. Effective project management requires a sound knowledge of tools and techniques. It also requires an ability to think strategically. Traditional notions of command and control must be matched with an ability to manage ‘soft’ issues. People management is central to the art of project management.

Flexible-modular students January entry

There will be an induction day for January starters at the beginning of the Spring Term. The CEM10A and CEM13A modules will start in September of the first year. CEM10B and CEM13B will run until Summer of the third year of study. January starts involve spreading the period of study over three academic years, with a view to graduating in December of the third year.
Programme Timetable for Project Management (PM)

<table>
<thead>
<tr>
<th>Code</th>
<th>Core modules</th>
<th>Dates</th>
<th>Term</th>
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</thead>
<tbody>
<tr>
<td>CEM103/13A*</td>
<td>Welcome and Introduction</td>
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<tr>
<td>CEM206</td>
<td>Project Management: Principles and Practice</td>
<td>27 Sep–01 Oct 2021</td>
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<td>An Introduction to Project Management</td>
<td>11–15 Oct 2021</td>
<td>Autumn</td>
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</tr>
<tr>
<td>CEM206</td>
<td>Construction Contract Law</td>
<td>06-10 Dec 2021</td>
<td>Autumn</td>
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<td>CEM230</td>
<td>Design Management</td>
<td>15–19 Nov 2021</td>
<td>Autumn</td>
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<td>CEM10B**</td>
<td>Research Dissertation</td>
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<td>Spr/Sum</td>
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<td>CEM205</td>
<td>Human Resource Management</td>
<td>24–28 Jan 2022</td>
<td>Spring</td>
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<td>CEM335</td>
<td>Real Estate Development: Analysis and Appraisal</td>
<td>07-11 Feb 2022</td>
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**Optional modules (Three options from this list only)**

<table>
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<td>Building Information Modelling</td>
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<td>Advanced Visualisation and Interactive Tech</td>
<td>29 Nov–03 Dec 2021</td>
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<td>CEM243</td>
<td>New technology, management and change</td>
<td>10–14 Jan 2022</td>
<td>Spring</td>
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<td>CEM220</td>
<td>Urban Sustainability</td>
<td>17–21 Jan 2022</td>
<td>Spring</td>
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<td>CEM238***</td>
<td>Construction Cost Engineering</td>
<td>08–12 Nov 2021 and 31 Jan–04 Feb 2022</td>
<td>Autumn/Spring</td>
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<td>Managing Construction</td>
<td>25-29 Oct 2021</td>
<td>Autumn</td>
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<td>CEM204</td>
<td>International Construction</td>
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<tr>
<td>CEM228</td>
<td>Construction Economics</td>
<td>21–25 Feb 2022</td>
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<td>CEM229</td>
<td>Green Building Assessment</td>
<td>07–121 Mar 2022</td>
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<td>CEM210</td>
<td>People, Information and Technology</td>
<td>21–25 Mar 2022</td>
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<td>CEM244</td>
<td>Analysing Construction Processes</td>
<td>18–22 Apr 2022</td>
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<td>CEM302</td>
<td>Strategic Management</td>
<td>09–13 May 2022</td>
<td>Summer</td>
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</table>

* CEM103 is only applicable for the full-time programme. CEM13A is only applicable for the flexible-modular programme in their first year of the study. For the flexible-modular programme, if the student would like to complete their study in two years, they must choose CEM13B Project Management: Principles and Practice B in their 2nd year of study.

** CEM10B has no scheduled lectures; this is a one-to-one tutorial between you and your assigned dissertation supervisor. For the flexible-modular programme, if the student would like to complete their study in two years, they must choose CEM10B in their 2nd year of their study. Students can only take CEM10B module after they have completed CEM10A, the pre-requisite module for CEM10B.

*** CEM238 takes place over two weeks.

**Full-time programme:** These dates are firm. Modules will only be moved for unavoidable operational reasons.

**Flexible-modular programme:** Modules for students on the flexible-modular programme will be spread over two years (up to a maximum of five). Please discuss the timing of your core and optional modules with your Programme Director.

**Simultaneous optional modules:** Please note that some modules take place in the same week. This means if you choose one of these you cannot choose the other.
MSc Renewable Energy: Technology and Sustainability (RE)

Overview

MSc in Renewable Energy: Technology and Sustainability provides students with an understanding of renewable energy and sustainable technologies, as well as carbon management and energy use in the built environment. The programme covers rapidly evolving fields that are vitally relevant to how society develops in the 21st Century. Supervised dissertation research takes place during the last four months of the programme. Students graduating from this programme will typically be employed by the energy industry, consultancies, local government and various private sector companies.

Core modules for full-time students

CEM10A  Research Skills (20)
CEM19B  Energy Research Dissertation (40)
CEM160  Renewable Energy Systems (40)
CEM224  Carbon Management (10)
CEM233  Urban Energy Systems (10)
CEM241  Energy and the Environment (10)
CEM235  Engineering Project Management (10)

Core modules for flexible-modular students

CEM10A  Research Skills (20)
CEM19B  Energy Research Dissertation (40)
CEM16A  Renewable Energy Systems A (20)
CEM16B  Renewable Energy Systems A (20)
CEM224  Carbon Management (10)
CEM233  Urban Energy Systems (10)
CEM241  Energy and the Environment (10)
CEM235  Engineering Project Management (10)

Optional modules for all students: 40 credits from this list of optional modules¹

CEM220  Urban Sustainability (10)
CEM221  Energy in Buildings (10)
CEM222  Building Simulation (10)
CEM223  Urban Microclimates (10)
CEM225  Building Information Modelling (10)
CEM226  ICT and Energy Management (10)
CEM229  Green Building Assessment (10)
CEM242  Advanced Visualisation and Interactive Technologies (10)
CEM319  Life Cycle Assessment (10)

¹ One option may be chosen from the full list of 10-credit MSc optional modules available in the School.
Focus

The distinctive focus is on renewable energy and sustainable technologies, as well as carbon management and energy use in the built environment.

There is international concern about the environmental damage associated with the conversion of energy from all sources. Renewable energy sources can make a significant contribution to the reduction of pollution, if used in a sustainable way. Renewable fuels and energy systems can also offer protection against future shortages and price increases of conventional energy and can provide energy supplies in remote areas.

Flexible-modular students January entry

There will be an induction day for January starters at the beginning of the Spring Term. Our expectation is that CEM109 will start in September of the first year and run until Summer of the third year of study. January starts involve spreading the period of study over three academic years, with a view to graduating in December of the third year.
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<td>Welcome and Introduction</td>
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<td>Autumn</td>
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<td>CEM10A</td>
<td>Research Skills</td>
<td>01-05 Nov 2021</td>
<td>Autumn</td>
</tr>
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<td>CEM160/A/B</td>
<td>Renewable Energy Systems¹</td>
<td>08–12 Nov 2021</td>
<td>Autumn</td>
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<td>CEM19B</td>
<td>Energy Research Dissertation</td>
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<td>Carbon Management</td>
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<td>CEM235</td>
<td>Engineering Project Management</td>
<td>14–18 Mar 2022</td>
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<td>Autumn</td>
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<td>CEM225</td>
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<td>Autumn</td>
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<td>CEM242</td>
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<td>Building Simulation</td>
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<td>Green Building Assessment</td>
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<td>CEM221</td>
<td>Examinations</td>
<td>18–22 Apr 2022</td>
<td>Summer</td>
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</table>

**Full-time programme:** These dates are firm.

**Flexible-modular programme:** Modules for students on the flexible-modular programme will be spread over two years (up to a maximum of five). We aim to run modules at the same time each year, although this cannot be guaranteed. Please discuss the timing of your core and optional modules with your Programme Director.

**CEM16A and CEM16B:** Please note that the teaching for this module is spread over more than one week. You must attend all such weeks in the sequence shown. They are not optional.

¹ Part of a module that occurs in more than one week. Please note, all such weeks must be completed in the same academic year; these are not optional weeks.

² One option may be chosen from the full list of 10-credit MSc optional modules available in the School.
**Allocation of 20 and 40-credit modules to programmes**

(C = core; o = Optional; - = Excluded)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<th>CC</th>
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<th>DM</th>
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</table>

* Mode of study: Blank=Both, M=Flexible-Modular only, F=Full-time only
### Allocation of 10-credit modules to programmes

(C = core; o = Optional; - = Excluded)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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Module summaries

Throughout this section, the number in brackets next to each module name represents the number of credits in that module. A total of 180 credits is needed for an MSc. For each module, a basic description and the aims are provided, along with a single reading per module that is intended to characterize what the module is about. In many cases this is not the set textbook, simply an example that helps to illustrate the focus of the module.

CEM10A Research Skills (20)

Convenor: Dr Libby Schweber

Description: Students are provided with research skills lectures and workshops to support their dissertation research and writing on a topic of their choice.

Aims: The aim is to equip students with the necessary understanding, knowledge and skills to formulate research problems, develop and apply appropriate investigative approaches, interpret data and present findings. The knowledge and skills developed will provide broad-based support for students to engage in reflexive scholarship in all their taught modules. This module has a specific emphasis on preparing students to prepare a research proposal for their dissertation.


CEM10B Research Dissertation (40)

Convenor: Dr Libby Schweber

Description: Students are provided with research skills classes and academic supervision to support their dissertation research and writing on a topic of their choice.

Aims: The aim is equip students with the necessary understanding, knowledge and skills to produce a dissertation including all parts of a research project.


CEM102 Business of Construction (40)  
CEM12A Business of Construction A (20)  
CEM12B Business of Construction B (20)

Convenor: Dr Shabnam Kabiri

Description: This is the key integrating module for the MSc Construction Management programme. It is based on the idea of integrating learning from core programme modules into a personal, coherent view of the discipline of construction management. We will investigate the diverse perspectives that different modules bring to the study of construction management through two continuous pieces of work running in parallel throughout the programme. First, through the use of reflective writing based on observations of practice and lessons from core modules connected to a recognized professional skills framework. Second, the application of learning from core modules to a case study building project.

Please note that there are three matching module description forms: CEM102, CEM12A and CEM12B. This is because the A and B versions are the flexible-modular equivalent of the full-time version. The flexible-modular equivalent runs over two years. The only difference between full-time and flexible-
modular in relation to assessment is that the assignments for the 40-credit version are split across two years for flexible-modular students in two 20-credit versions. The differences in contact hours for these modules relate to the class contact hours.

**Aims:** The aim is to explore the changing nature of knowledge and practice in the management of construction projects and the environments in which they are undertaken. These changes bring new opportunities and new challenges for construction managers. We seek to apply the lessons from the core modules to a case study project and also to empower students to have ownership of their own professional development through reflective writing. This involves reflections on translating theory into practice and provides an opportunity for students to understand their own learning.


**CEM103 Principles and Practice of Project Management (40)**  
**CEM13A Principles and Practice of Project Management A (20)**  
**CEM13B Principles and Practice of Project Management B (20)**

**Convenor:** Dr Shu-Ling Lu

**Description:** This is the key integration module for the MSc Project Management programme. A series of exercises and case studies will be undertaken to explore and integrate the application of related programme modules, in particular the four core 10-credit programme modules.

Please note that there are three matching module description forms: CEM103 Principles and Practice of Project Management, CEM13A Principles and Practice of Project Management A and CEM13B Principles and Practice of Project Management B. This is because the A and B versions are the flexible-modular equivalent of the full-time version. The flexible-modular equivalent runs over two years. The only difference between full-time and flexible-modular in relation to assessment is that the assignments for the 40-credit version are split across two years for flexible-modular students in two 20-credit versions. The differences in contact hours for these modules relate to the class contact hours.

**Aims:** The aims are to explore the changing nature of knowledge and practice in the management of project environments and construction organisations (e.g. new procurement methods) and how these changes bring new opportunities and new challenges for project managers.


**CEM104 Construction Cost Management Principles and Practice (40)**  
**CEM14A Construction Cost Management Principles and Practice (20)**  
**CEM14B Construction Cost Management Principles and Practice (20)**

**Convenor:** Dr Florence Phua

**Description:** This is the key integrating module for the MSc Construction Cost Management programme. It is based on the idea of integrating learning from core programme modules into a personal, coherent view of the discipline of construction management. We will investigate the diverse perspectives that different modules bring to the study of construction management through two continuous pieces of work running in parallel throughout the programme. First, through the use of reflective writing based on observations of practice and lessons from core modules connected to a recognised professional skills framework. Second, the application of learning from core modules to a case study building project.
Aims: The aim is to explore the changing nature of knowledge and practice in the cost management of construction development projects and the environments in which they are undertaken. These changes bring new opportunities and new challenges for construction cost managers. We seek to apply the lessons from the core modules to a case study project and also to empower students to have ownership of their own professional development through reflective writing. This involves reflections on translating theory into practice and provides an opportunity for students to understand their own learning.


CEM150 International Development in Construction (40)
CEM15A International Development in Construction (20)
CEM15B International Development in Construction (20)

Convenor: Dr Tabarak Ballal

Description: This is the key integrating module for the MSc Construction Management and International Development programme. It is based on the idea of integrating learning from core programme modules into a personal, coherent view of international development in construction. We will investigate the diverse perspectives that different modules bring to this study through two continuous pieces of work running in parallel throughout the programme. First, through the use of reflective writing based on observations of practice and lessons from core modules connected to a recognised professional skills framework. Second, the application of learning from core modules to a case study that explores specific issues in one geographical location of your choice, usually your home country.

Please note that there are three matching module description forms: CEM150, CEM15A and CEM15B. This is because the A and B versions are the flexible-modular equivalent of the full-time version. The flexible-modular equivalent runs over two years. The only difference between full-time and flexible-modular in relation to assessment is that the assignments for the 40-credit version are split across two years for flexible-modular students in two 20-credit versions. The differences in contact hours for these modules relate to the class contact hours.

Aims: The aim is to explore the changing nature of knowledge and practice in the management, policy and environment of the construction sector in relation to international development. These changes bring new opportunities and new challenges for the construction sector. We seek to apply the lessons from the core modules to a case study of one location and also to empower students to have ownership of their own professional development through reflective writing. This involves reflections on translating theory into practice and provides an opportunity for students to understand their own learning.

CEM160 Renewable Energy Systems (40)

Convenor: Dr Maria Vahdati

Description: This module is concerned with renewable energy technologies. These include biomass, solar, wind, and marine energy. Technical, environmental and social issues are considered. Technical and non-technical barriers and issues limiting widespread use of renewable energy are discussed. Assessment through laboratory work, use of energy software and group activities gives students an opportunity to examine and analyse data as well as to investigate issues concerned with the use of renewable energy.

Aims: To provide the student with a knowledge of the technical, environmental and social issues associated with a range of renewable energy technologies.


CEM16A Renewable Energy Systems A (20)

Convenor: Dr Maria Vahdati

Description: This module is concerned with renewable energy technologies. In CEM16A, these include two of the following technologies: biomass, solar, wind and hydro (including marine energy). Technical, environmental and social issues are considered. Technical and non-technical barriers and issues limiting widespread use of renewable energy are discussed. Assessment through laboratory work, use of energy software and group activities give students an opportunity to examine and analyse data as well as to investigate issues concerned with the use of renewable energy.

Aims: To provide the student with a knowledge of the technical, environmental and social issues associated with a range of renewable energy technologies.


CEM16B Renewable Energy Systems B (20)

Convenor: Dr Maria Vahdati

Description: This module is concerned with renewable energy technologies. In CEM16B, these include two of the following technologies: biomass, solar, wind and hydro (including marine energy). Technical, environmental and social issues are considered. Technical and non-technical barriers and issues limiting widespread use of renewable energy are discussed. Assessment through laboratory work, use of energy software and group activities give students an opportunity to examine and analyse data as well as to investigate issues concerned with the use of renewable energy.

Aims: To provide the student with a knowledge of the technical, environmental and social issues associated with a range of renewable energy technologies.


CEM107 SDM Principles and Practice (40)

Convenor: Prof Runming Yao

Description: This module provides the knowledge and understanding necessary for students to assess building passive and active systems in terms of their environmental performance and impact. The module will introduce the role of building site impact, building façade design, building services
engineering systems, construction materials, facilities management and system controls in moderating the internal building environment and an understanding of the energy implications for each. Building users’ need will also be addressed. The module will provide knowledge of heat transfer, building simulations and hands-on skills of simulation using software packages such as, the integrated energy design tool LT, lighting design tool DIAL, integrated environmental solutions (IES) and energy assessment procedures. The module will also provide experimental practice.

Please note that there are three matching module description forms: CEM107, CEM17A and CEM17B. This is because the A and B versions are the flexible-modular equivalent of the full-time version. The flexible-modular equivalent runs over two years. The only difference between full-time and flexible-modular in relation to assessment is that the assignments and teaching for the 40-credit version are split across two years for flexible-modular students in two 20-credit versions. The differences in contact hours for these modules relate to the class contact hours.

**Aims:** The aim is to provide holistic approach to deliver sustainable buildings. The integrated process of design, operation and management will be the core of this module. Students will also be trained in hands-on computer simulation skills and experimental skills.


**CEM17A SDM Principles and Practice A (20)**

**Convenor:** Prof Runming Yao

**Description:** This module provides the knowledge and understanding necessary for students to perform environmental design and assess the performance of building passive and active systems in terms of their environmental impact. The module will introduce the role of building site impact, building façade design, building services engineering systems, construction materials, facilities management and system controls in moderating the internal building environment and an understanding of the energy implications for each. Building users’ need and indoor environmental quality will also be addressed. The module will provide knowledge of heat transfer, building simulations and hands-on skills of simulation using software packages such as lighting design tool DIAL, integrated environmental solutions (IES) and energy assessment procedures. The module will also provide experimental practice.

**Aims:** The aim is to provide holistic approach to deliver sustainable buildings. The integrated process of design, operation and management will be the core of this module. Students will also be trained in hands-on computer simulation skills and experimental skills.


**CEM17B SDM Principles and Practice B (20)**

**Convenor:** Prof Runming Yao

**Description:** This module provides the learning opportunities through site visits and seminar provided by external speakers. The module will provide knowledge of heat transfer, building simulations and hands-on skills of simulation using software packages such as the integrated environmental solutions (IES) and energy assessment procedures. Health and safety issues will be included in the module contents.

**Aims:** The aim is to provide holistic approach to deliver sustainable buildings. Students will also be trained in hands-on computer simulation skills and experimental skills. Students will be required to grasp the knowledge of health and safety issues in engineering practice.
CEM18B Engineering Research Dissertation (40)

Convenor: Prof Runming Yao

Description: Students are provided with academic supervision to support their dissertation research and writing on a topic of their choice.

Aims: By the end of the module, it is expected that the student will be able to demonstrate ability in the following areas: Conduct and communicate research in a relevant field at a postgraduate taught level; Select and use appropriate research methods and methodologies, including how to formulate research problems and an appreciation of alternative approaches to research; Use appropriate library resources and bibliographic aids to support research activity; Apply recognised research strategies and techniques, and to produce a sustained and logical argument on a specific research topic; Develop clear and concise dissertation writing and organisation of written material.


CEM19B Energy Research Dissertation (40)

Convenor: Dr Maria Vahdati

Description: Students are provided with academic supervision to support their dissertation research and writing on a topic of their choice.

Aims: The aim is equip students with the necessary understanding, knowledge and skills to produce a dissertation including all parts of a research project.


CEM110 Collaboration Practice and Innovation (40)
CEM11A Collaboration Practice and Innovation A (20)
CEM11B Collaboration Practice and Innovation B (20)

Convenor: Dr Dragana Nikolic

Description: This is the key integrating module for the MSc Digital Design and Construction programme. It is based on the idea of integrating learning from core programme modules into a personal, coherent view of information management in construction and the built environment. We will investigate the diverse perspectives that different modules bring to the study of information management in construction through two continuous pieces of work running in parallel throughout the programme. First, through the use of reflective writing based on observations of practice and lessons from core modules. Second, the application of learning from core modules to a group case study that explores specific issues in information management and information systems implementation.

Please note that there are three matching module description forms: CEM110, CEM11A and CEM11B. This is because the A and B versions are the flexible-modular equivalent of the full-time version. The flexible-modular equivalent runs over two years. The only difference between full-time and flexible-modular in relation to assessment is that the assignments for the 40-credit version are split across two years for flexible-modular students in two 20-credit versions. The differences in contact hours for these modules relate to the class contact hours.
Aims: The aim is to explore the changing nature of knowledge and practice in the management, policy and environment of construction information management. These changes bring new opportunities and new challenges for the construction sector. We seek to apply the lessons from the core modules to a group case study of an information management system implementation and also to empower students to have ownership of their own professional development through reflective writing. This involves reflections on translating theory into practice and provides an opportunity for students to understand their own learning.


**CEM201 An Introduction to Project Management (10)**

**Convenor: Prof Stuart Green**

**Description:** The construction industry is primarily a project-based industry and this module addresses the key principles that characterise projects. The principles of project management are applicable at all levels of the project hierarchy, ranging from individual work packages through to the provision of a single point of responsibility on behalf of the client. Effective project management is central not only to project performance, but also to performance at the industry level. The last few decades have seen significant changes in the way that projects are managed. Traditionally fragmented approaches have given way to the provision of an integrated project management approach that delivers construction projects to required standards of time, cost and quality. The technical complexities of modern buildings and the demands of client organisations require an increasingly sophisticated service from project managers.

**Aims:** The aim is to address the core principles, different techniques and skills that are applicable at different levels of project management. At the work package level, the emphasis is in ensuring on-site production within specified constraints of time and cost, and with the view to achieve the highest possible quality. At the strategic level, on managing the evolving interfaces between the client and the project. Irrespective of the level of application, effective project management depends upon a blend of advanced behavioural skills and appropriate techniques. The project manager who manages the project on behalf of the client must be able to co-ordinate teams of designers and specialists from diverse backgrounds. Leadership skills are therefore of vital importance, coupled with an ability to structure problems at the conceptual level.


**CEM202 Construction Project Management (10)**

**Convenor: Dr Shabnam Kabiri**

**Description:** The construction sector provides infrastructure and facilities to all other economic sectors. In this module we address the key principles of managing the supply side of this provision. Construction work is typically oriented around projects and the supply chain is extensive. In this kind of business environment, a key requirement is to manage the delivery of specific obligations within the parameters of specific objectives. Moreover, the success of the business depends on the ability to manage the demands of a variety of simultaneous projects. Effective project management is essential to business success. Managing a number of projects, in sequence and in parallel, especially so. Thus, the focus in this module is on the interface between delivering successful projects and managing the flow and balance between projects in order to maintain a successful business.

**Aims:** To provide an explanation of basic project management techniques and an understanding of how construction businesses manage their resources within and between projects. At the work package level, the emphasis is on achieving delivery within specified targets relating to cost, time and
quality. At the tactical level, the emphasis is on maintaining and developing the businesses whose income is derived from projects.


**CEM204 International Construction (10)**

**Convenor: Prof Roger Flanagan**

**Description:** The module gives an overview of the scale and scope of design, engineering, and construction work in the global construction market. Consideration is given to the structure of the different construction markets and the influence of culture, climate, geology, the regulatory framework of codes and standards, compliance and ethical behaviour. Different approaches to the procurement of professional services and construction work are considered. Examining how international construction companies operate in the global construction market and how they manage risks in project delivery.

**Aims:** Having an understanding of the size and characteristics of the global construction market, and the drivers and issues shaping the market. Awareness of the organisational structure and strategy of the construction and consulting companies operating internationally. Understanding the importance of global standards, governance, and codes of practice used on international projects.


**CEM205 Human Resource Management (10)**

**Convenor: Dr Florence Phua**

**Description:** Effective human resource management (HRM) contributes significantly to overall organizational performance. The module will cover the essential elements of HRM and their implementation in the UK construction industry. It draws on current HRM concepts, theories and practices from different industries to facilitate understanding of the human resources issues that are faced by both construction and non-construction firms. It will explain how an informed, well-structured and participative approach to HRM can deliver substantial benefits to all stakeholders: employers and employees as well as their shareholders and clients.

**Aims:** To provide students with an appreciation of the characteristics and practices of the construction industry and the role of HRM in both project- and non-project based organizations; To introduce students to current perspectives on key HRM concepts; To provide students with an understanding of the theories and practical considerations of HRM and its implications for construction firm performance and strategic positioning.


**CEM206 Construction Contract Law (10)**

**Convenor: Dr Shabnam Kabiri and Dr Ronan Champion**

**Description:** The procurement of construction work takes place within specific legislative frameworks. Contracts result from agreements between businesses for all forms of consultancy and construction work, whether they are formally written or not. New developments in statutes, court cases and standard form contracting have a significant impact on the kinds of deals that take place in the construction industry. Also, new business processes promote new ways of working and collaborative business arrangements that require a deeper understanding of the way that business participants
interact in the construction process. The construction industry is characterised by the way that each participant typically works for a different practice or firm, and they are all expected to work together, usually under the terms of business contracts (formal or informal) within the statutory framework that prevails. This module seeks to explain the statutory and contractual context of contracts in construction, in order that the students will be able to recognise and confront the kinds of problem that can get in the way of successful contract management.

**Aims:** To understand and interpret contractual relationships in construction projects. Lessons from research and practice are used side-by-side with the teaching to provide robust explanations and help to develop a deep understanding of the consequences of how construction contracts are drafted, chosen and managed.


**CEM209 Managing Construction (10)**

**Convenor:** Prof Roger Flanagan

**Description:** The management of construction work requires a broad overview of management and organisational theories applied to the construction sector. While most of the work in the construction sector takes place in projects, the people who contribute to projects work in firms and other organisations. Construction firms may have local, national and international dimensions. The interfaces between various levels in construction organisations are made more complex because the work is done through projects. This module enables students to explore the complex interfaces in the management and organisation of construction work.

**Aims:** To provide a range of tools and techniques for understanding and managing organisations and projects in construction. The focus is on the application of ideas to real-world situations.


**CEM210 People, Information and Technology (10)**

**Convenor:** Dr Ian Ewart

**Description:** The proliferation of digital data, and the rapid development of tools and technologies to collect, analyse and disseminate it, are opening up new opportunities for the Architecture Engineering and Construction sectors (AEC). However, this is set against the need for information that is relevant, accessible and useful at a human scale. Balancing developments in digital technologies with specific user requirements, forces us to think about why and how data is collected, and how it can be presented in useable ways. Blending social science methods with modern digital technologies, we will examine the relationship between people and the information that circulates in an AEC setting. Students will learn about and use digital tools and technologies to produce models and representations of the built environment, whilst also engaging with the built environment as perceptive human beings.

**Aims:** To gain a basic experience of using a range of modern digital tools, and processing the data produced. To learn how to analyse the built environment from a human perspective, using approaches from anthropology and sociology. To consider how these two perspectives compliment and complicate the construction of useful information.

CEM215 Infrastructure Development (10)

Convenor: Dr Tabarak Ballal

Description: To meet the challenges of rapidly growing urban communities and cities, infrastructure development projects need to be responsive, inclusive and sustainable. It is therefore essential to understand the planning, finance and delivery of these projects and the challenges associated with meeting development goals in increasingly complex and uncertain contexts. Decision-making processes of infrastructure projects must respond to the specifics of the local context (including local knowledge, culture, legal and institutional frameworks, industry characteristics, funding models, procurement methods and so on).

Aims: The main aim of this module is to explore the role of infrastructure in development and explain theoretical frameworks that underpin the processes of design, construction and implementation of infrastructure development projects. It primarily focuses on the challenges of delivering infrastructure projects and the impact of these on achieving developmental goals.


CEM216 International Construction Labour (10)

Convenor: Dr Dylan Tutt

Description: ‘Emerging economies’ are a highly heterogeneous mix. Oil rich countries are often grouped along with the newly industrialised countries and even declining economies. While globalisation, urbanisation and infrastructure renewal is expected to stimulate growth in emerging markets over the next decade, there are also common accompanying problems of geographical and societal inequality, cultural dislocation and labour exploitation. Construction is a labour-intensive industry, but issues of implementing effective OH&S and construction management (especially of vulnerable workers) are particularly crucial where the huge potential of markets for investment are accompanied by huge resources of low cost labour. This module will encourage a critical examination of international construction labour markets and the role of migrant workers and emerging economies.

Aims: This module will help students develop and broaden perspectives on construction labour markets and the recruitment and management of migrant workers in emerging economies. The ‘emerging economies’ represent wide economic, social and political disparities, but can often share common construction opportunities and challenges. The module will therefore involve social, cultural and political economic analysis, rather than remaining within a particular construction management sub-discipline. We will consider macro-level environments of emerging markets and project-based and company perspectives, and set this against grounded narratives of individual working lives.


CEM217 Construction Sector Transition (10)

Convenor: Dr Shu-Ling Lu

Description: This module equips students with leading-edge knowledge and practices on transition management approaches to bring about successful construction reform in a country. The module demonstrates how construction sector policies, company strategies and new technologies are all closely interconnected and the profound transition management challenges these complex interactions create. Throughout the module, detailed cases studies are used to bring key issues to life.
The cases are drawn from research projects being undertaken by members of the module delivery team in the transition management area.

**Aims:** The construction sector in all economies has a potentially powerful catalytic role in enhancing wealth generation and quality of life. However, construction sectoral characteristics in such economies often significantly constrain this potential. These characteristics may include deeply entrenched structures, practices and workforce capabilities which work against innovation and change, especially uncertain government construction sector policies and regulations, unskilled workforces, low productivity, poor infrastructure, fraudulent practices and inadequate contract law provision and enforcement. The focus of this module is to understand construction industry reform from a transition management, multi-level perspective. Construction sector reform involves mutually coherent and progressive transitions that need to change and connect improvements across higher level policy, regulation and societal values and norms, right the way through to the incorporation in construction companies and projects of new technologies and practices.


**CEM220 Urban Sustainability (10)**

**Convenor:** Prof Tim Dixon

**Description:** This module develops an awareness and knowledge of how the principles of sustainable development can be applied in an integrated and holistic way at city level.

**Aims:** The urban sustainability module places sustainable development (SD) within a city-level context but also highlights the importance of integrating SD across building, neighbourhood and city levels to ensure sustainable outcomes. The module explores the different ways in which new cities (e.g. eco-cities and smart cities) and existing cities may be viewed through a range of conceptual frameworks which include ‘metabolic systems’ and ‘complex adaptive’ systems. The overall role of urban planning is also explored in shaping and producing sustainable outcomes in a variety of cities with a key emphasis on sustainable transport. Consideration is also given to the challenges of retrofitting and re-engineering cities to 2050, and the ways in which futures studies can not only help shape city visions, but also help cities plan and monitor energy, water and waste targets. The module also explores the concept of ‘sustainable cities’ and the ways in which the sustainability of cities may be measured, and how key technologies at city level are deployed (for example urban water drainage and urban waste management). The module compares and contrasts approaches to urban sustainability through a comparison of approaches in the developed and developing world (and with a particular emphasis on emerging economies).


**CEM221 Energy in Buildings (10)**

**Convenor:** Dr Mehdi Shahrestani

**Description:** A comprehensive overview of energy use in buildings will be overviewed. The module will introduce measures of improving energy efficiency in buildings including environmental architectural design, environmental systems operation and renewable energy technologies.

**Aims:** To provide students with comprehensive understanding of energy usage in buildings and methods of improving energy efficiency.

CEM222 Building Simulation (10)

Convenor: Dr Emmanuel Essah

Description: This module briefly introduces theory of heat transfer, overview of building simulations and train students with skills of computer simulations.

Aims: To provide knowledge of building simulations and hands-on practice of simulation using commercial software packages such as Integrated Environmental Solutions (IES).


CEM223 Urban Microclimates (10)

Convenor: Dr Vincent Luo

Description: The module introduces the basic physics as well as the up-to-date advances on urban microclimates including urban fluid mechanics, energy balance, solar radiation, acoustic etc, and evaluates how the urban surroundings interact with buildings. It will also address the application of urban microclimate principles to guide and assess urban climatic design and planning.

Aims: The aim is to develop comprehensive knowledge of urban microclimates and the impact of built form and texture on urban climate and building performance. We cover the fundamental physics behind urban microclimates and explore urban climate simulation tools to assist urban climate planning. We will develop in-depth understanding of how: Urban microclimates are formed and operate; Climate change impacts on urban climates; Urban heat island phenomena operates and its impact on building energy consumptions; Urban texture and form impacts on microclimates; Sustainable urban design has evolved and operated; Urban ventilation should be designed and encouraged; Urban environments and buildings interact.


CEM224 Carbon Management (10)

Convenor: Dr Michael Peters

Description: Climate change presents a pressing and complex global challenge, which can be addressed through some combination of adapting human systems to withstand future impacts and mitigating the worst effects of climate change by reducing emissions of greenhouse gases. This module concentrates on the role of carbon management for countries, businesses and individuals in responding to the need for climate change mitigation. Attention is given to the level of certainty in climate science and the implications this has for global and local action. Policy tools for achieving carbon reduction and the role of the energy supply system are considered, alongside technological options for carbon sequestration.

Aims: To frame the need for carbon management against the scientific understanding of climate change, noting how clear understanding of scientific uncertainty is fundamental in developing appropriate carbon management policy and actions. To explore political, economic and technological responses to climate change, recognising how these are/ can be implemented across a range of scales from global / regional agreements, through national policy approaches, down to actions taken by businesses and individuals.

CEM225 Building Information Modelling (10)

Convenor: Dr Laura Maftei

Description: The module introduces and explores Building Information Modelling (BIM) as sets of standard processes for managing information across delivery, operations and handover. The module addresses BIM as a collaborative process, supported by a range of technologies, and introduces concepts of structured collaboration, data exchange, interoperability, and life cycle information management, in lectures and through group work. Emphasis is placed on the UK BS / PAS 1192 suite of standards as an example of a BIM process, although international alternatives are discussed.

Aims: To understand the rationale and role of BIM processes in professional work across design, construction and operation. To recognise the range of processes, standards and approaches which can constitute BIM.


CEM226 ICT and Energy Management (10)

Convenor: Prof Li Shao

Description: The substantial gap between design and in-use performances affects a wide range of newbuild and retrofit projects as well individual energy technologies. Against this background, energy monitoring and management offers major energy saving potential. Based on ICT and sensor technologies, energy monitoring and management integrates the optimisation of building energy systems with the engagement of users and FM in the process. This module will address these technology and user issues in a systematic way.

Aims: This module focuses on people-centered energy efficiency in the operation phase (versus design, construction and handover phases) of the building life cycle using ICT-based approaches for monitoring and managing energy consumption in buildings. The module will address information and building energy technologies and their application to inform, engage and empower users to achieve substantial energy savings at modest costs.


CEM228 Construction Economics (10)

Convenor: Prof John Connaughton

Description: This module covers construction economics at three broad levels: Macro, dealing with the role of the construction industry in the national economy and the impact of macro-economic policies and developments on the property and construction sectors; Meso, focusing specifically on the size, structure and performance of the construction industry, and how it compares to other sectors; and Micro, covering the economic performance and behaviour of construction firms and the economics of construction projects, in their respective markets.

Aims: To provide participants with an understanding of how the conceptual framework of economic analysis can help to address a wide range of practical problems and questions encountered in the modern construction industry.

CEM229 Green Building Assessment (10)

Convenor: Dr Vincent Luo

Description: This module integrates the BREEAM Accredited Graduate (AG) program into the module design. It covers assessment methodology, International GBA scheme such as BREEAM, and GBA case studies. The major teaching approaches are lectures, workshops and tutorials. Students will be trained to be able to evaluate ‘green performance’ of a real building using green building assessment tools.

Aims: The aim is to provide a comprehensive knowledge of the green building concept and specifications of the existing green building assessment tools. We develop an in-depth understanding of: the concept of green buildings; carbon emission reduction targets and measures to achieve them; the mechanism of measuring and rating sustainability of buildings; green building assessment methods/rating tools; international standards; resource conservation in construction (materials, energy, water etc).


CEM230 Design Management (10)

Convenor: Prof John Connaughton

Description: This module is designed to develop an understanding of current and developing approaches to design management. Participants will gain an appreciation of the management of design processes and the essential conflict between creative design and the need for control. The module will introduce a range of practical measures for effective design management.

Aims: To develop robust understanding of the organisation of design processes; To appreciate differences between the management of design and the management of construction; To gain important insight into the complex nature of project briefing; To benefit from practical insights into briefing and design management processes, as applied on projects.


CEM233 Urban Energy Systems (10)

Convenor: Dr Maria Vahdati

Description: Emerging technologies, especially alternative vehicles and electricity based heating systems, have potential to bring a rapid change in demand on urban energy systems. Such changes need to be understood at district and city scales and may also be best managed at these scales. This module will consider the possible impacts of such changes and appropriate mitigation approaches, including the emergence of smarter energy grids. A particular focus is given to the rapidly changing role of energy distribution networks. Consideration of urban energy systems is used to introduce wider systems thinking approaches that offer new insights and currently have an evolving place in energy and sustainability research. Wider aspects of urban sustainability specifically related to energy use are also addressed.

Aims: To develop skills in analysing energy systems at an urban scale; as well as to introduce specific issues from the sustainability agenda that are more problematic in urban areas and closely linked with energy use.

CEM235 Engineering Project Management (10)

Convenor: Dr Colm Lundrigan

Description: Engineering projects have a financial and management context. From the standpoint of management, this module introduces a project management conceptual framework, defining what is meant by a “project” and what comprises the discipline of “project management”. From the financial standpoint two well-known techniques are introduced. First, capital budgeting, which is a technique usually implemented at the beginning of a project to assess its economic feasibility. Second, earned value management, whose main aim is to monitor project progress during the execution phase.

Aims: To understand and be familiar with the main concepts of the Project Management Body of Knowledge® and to be able to implement and adapt to the particular circumstances of a renewable energy project, two quantitative techniques; capital budgeting and earned value management.


CEM238 Construction Cost Engineering (10)

Convenor: Dr Lawrence Mbugua

Description: The module covers complex aspects of quantification and measurement of construction work.

Aims: Buildings and related facilities are expensive to construct, maintain, refurbish and operate. Meeting these costs requires significant expenditure and investment by the developer, building owner or the occupier. It is therefore important that these costs are accurately estimated and budgeted for before construction work starts; controlled and planned for during construction as well as forecasted for the operational life of the building. The aim is to equip the students with the skills and knowledge to estimate, plan, manage, control and engineer building costs across all stages of the development process: from financial feasibility appraisal, design, construction procurement, construction operations, commissioning, maintenance, refurbishment to demolition.


CEM241 Energy and the Environment

Convenor: Dr Maria Vahdati

Description: Energy underpins our current standard of living and economic development. The environmental impact of energy use and transition to a lower carbon economy presents significant challenges. This module is concerned with the technical, environmental, economic and social issues associated with the production of energy. It includes an overview of energy production and consumption trends, traditional means of energy production, renewable energy, sustainability, environmental issues and political and economic concepts in energy. Students are able to explore a range of energy related issues through conducting research for one assessed report.

Aims: To provide a multi-disciplinary, integrated introduction to technical, environmental, economic and social issues associated with energy production, including the consideration of the practical constraints that limit the extent to which negative impacts can be ameliorated.
CEM242 Advanced Visualisation and Interactive Technologies (10)

Convenor: Dr Dragana Nikolic

Description: Practitioners in the architecture, engineering and construction (ACE) disciplines often find that no single drawing, graphic or tool best represents a given idea, concept or project. However, to evaluate a project at any stage, engineers, designers and stakeholders need to visualize project progress in a way that allows them to easily interact with, understand, critique and revise the work. One of these methods, virtual prototyping, tailors information representation for users and affords a level of interactivity that can assist the decision-making process at any point in the design and construction process (e.g. conceptual design diagrams for initial project phases or photorealistic representation at final phases). The purpose of this module is to introduce students to different interactive virtual prototyping tools and technologies used in the architecture, construction and engineering fields, particularly those related to building information modelling (BIM) and visualisation. Through a review of current research and applications of virtual reality and interactive technologies, the goal is to discern and evaluate the rationale for their use, and further explore methods to apply innovative approaches to support users in a given context of use.

Aims: To introduce students to the range of advanced and innovative visualisation and interaction approaches for facility design and construction; to review and evaluate existing initiatives in research and practice; to identify potential uses in a given context, and propose a method, prototype, or a process to visualise and interact with relevant project information.


CEM243 New Technology, Management and Change (10)

Convenor: Dr Martin Green

Description: The module is structured around the concept of socio-technical systems. We cover distinct analytical and theoretical approaches to understanding socio-technical systems - their research base, points of difference and where they complement each other, their advantages and disadvantages. This involves the application of theoretical approaches to realistic case studies in construction in oral presentation and written writing.

Aims: To gain an understanding of major theoretical approaches to socio-technical systems and to their use in understanding and implementing systems and change in the contexts of built environment and infrastructure teams, projects, firms and the construction sector.


CEM244 Analysing Construction Processes (10)

Convenor: Dr Ruth Dowsett

Description: There is a wide range of methods for researching, analysing and formally representing processes and data in design, construction and operations. These are formalised through construction industry data codes and standards, which will be covered in the module. We shall examine problems related to human-computer interaction in construction, hybrid practices and task analysis in computer-supported collaborative work.

Aims: To gain relevant knowledge and skills to analyse construction processes and structures and develop abstracted and systemic forms of representation and understanding.

**CEM302 Strategic Management (10)**

**Convenor:** Prof Roger Flanagan

**Description:** This module is designed to study strategic management in construction organisations. Strategic management is the process for producing strategies within an organisational infrastructure responding to an environmental context.

**Aims:** The module aims to explain the role of corporate strategic management within the construction industry. It examines the evolution of strategic management concepts from the 1960s to the present day. These concepts are then related to current research and thinking about the creation, culture and context of strategy.


**CEM319 Life Cycle Assessment (10)**

**Convenor:** Dr Eugene Mohareb

**Description:** This module introduces the concept of life cycle assessment (LCA), methodological approaches for completing an LCA study, reviews prominent studies and provides students with the opportunity to critically review an LCA study of their choosing.

**Aims:** To provide an understanding of the concept of LCA and its value in assessing the environmental impacts of products or services. Students will explore key LCA concepts, structures, methodological approaches, and the implications of these approaches. At the end of the course, students will have the ability to understand and critically review an LCA study. To develop LCA knowledge and skill from a suitable level of analytical enquiry-based challenges.


**CEM335 Real estate Development: Analysis & Appraisal (10)**

**Convenor:** Dr Ed Shepherd

**Description:** Real estate development encompasses a range of skills and knowledge derived from a number of disciplines. Several techniques are used to undertake financial analysis of development opportunities and critically evaluate different techniques for the pricing and appraisal of development opportunities with a particular emphasis on risk management.

**Aims:** The aim is to develop a conceptual understanding of the key elements of the real estate development process and a comprehensive understanding of the key techniques for evaluating the various aspects of the feasibility of real estate development. The roles of the various participants involved in the development are critically reviewed to develop insights into the elements of the process such as planning consent and finance, procuring construction services and design.

F – How we support students

Inclusivity

The University is committed to inclusivity, which includes ensuring our teaching and learning practices are accessible to all, as set out in the Curriculum Framework. Our Policy on Inclusive Practice in Teaching & Learning provides greater clarity and emphasis to our commitment to an inclusive approach. Find out more on Essentials - Accessible teaching and learning materials.

Where to go for help with studies?

Learning support and guidance is provided by a wide array of services across the University, including: Academic Tutors, the University Library, the Careers Centre, the Academic English Programme, Study Advice, the Mathematics Support Centre and Digital Technology Services. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme.

Academic Tutors

Every student will be allocated an Academic Tutor – a member of academic staff in your School. Academic Tutors work in partnership with students and our wider support services to support your academic, personal and professional development.

For example, Academic Tutors help students to:

- make decisions in relation to their programme
- understand and use feedback they have received effectively
- connect with other academics in their field of study
- make the most of the development opportunities on offer at Reading
- connect with other support services as appropriate.

You should meet with your Academic Tutor at least once a term to discuss your academic progress and development.

For further information about how to make the most of your Academic Tutor, including detailed term-by-term guides on what you could discuss at your Academic Tutor meetings, and other support services available at the University, please visit: Academic Tutors webpage.

Student Progress Dashboard

To help you to see, understand and improve your academic performance, the Student Progress Dashboard shows your current assessments and how they relate to your goals. The dashboard shows how much of your summative assessment (i.e. assessment that counts towards your degree) has been completed, what your profile of marks looks like visualised into a series of graphics and how this level of attainment compares to the goals that you have set for yourself. It is an important and powerful tool to help you take stock of how you are doing and to identify where you need to focus to improve. It forms the ideal basis for discussing how to improve with your Academic Tutor. More information, including how to access your personalised dashboard, can be found at: Student Progress Dashboard.
Library

The Library supports your learning by providing access to print and digital resources (including e-journals, e-books, multimedia resources and databases), and search facilities to help you find books, journals and other materials for your studies. If you are new to Reading, take a look at our guide to getting started with the Library:

Information for new students

As well as a wide range of print and digital resources, the Library offers expert support for your studies from our Academic Liaison Librarian, Study Advice, and Maths Support teams.

Academic Liaison Librarians

Your Academic Liaison Librarian is your main point of contact with the Library – there is one for every subject offered at Reading. They can help you make effective use of the huge range of resources the Library has to offer in support of your studies by:

- **showing you how to use information resources effectively** – Liaison Librarians create online Library guides for your subject and can provide group training sessions for your School/Department
- **providing individual help with research** – Liaison Librarians can offer in depth one to one help in finding information including: helping you to identify the most relevant print and e-resources to use; providing guidance on developing effective search strategies; and advising on referencing, including the use of bibliographic management software such as Endnote
- **showing you how to save time** by making the most of all Library services.

Find out who your Academic Liaison Librarian is here.

Study Advice

We are a professional and friendly team based within the Library on the Whiteknights campus. We work with students in all disciplines and at all levels of academic study, from undergraduate to PhD. We can help you to:

- develop more effective practices for studying at university
- have a clearer understanding of what tutors expect
- make studying less stressful
- achieve better marks.

With our expert guidance, you can develop your skills for study success and help yourself to a better degree! You can find resources, details of our workshops and information on booking a 1-2-1 here.

Maths Support

The Maths Support Team is available to help students on all programmes with any mathematical topic needed for your studies, such as: basic arithmetic, percentages, formulae, logarithms, differentiation, integration, etc. We also provide support on using statistics, such as: data handling, presenting results, and explaining statistical findings using SPSS, Mini-Tab and Excel.

We offer regular workshops throughout the year on a range of topics and we have an extensive list of worksheets, guides and links to video tutorials which you can access at any time to practise and develop your skills.
Our experienced team can help you one-to-one with any queries you may have relating to maths and statistics, and will help you build your confidence in a relaxed and friendly environment.

For more details on our service, opening hours and links to useful learning resources, see our website.

**Additional support for Library users**

The University’s [Policy on Inclusive Practice in Teaching and Learning](#) was launched in January 2018 to provide greater clarity and emphasis to our commitment to an inclusive approach to teaching and learning.

The Library has an excellent guide to finding and using [inclusive technology](#) in your learning, as well as guides providing information on how the Library can support your studies including [studying with dyslexia and other specific learning difficulties](#) and [help for users with disabilities](#).

As a student of the University, you are also entitled to install and use Microsoft Office 365 for free on your own computer, tablet or phone. Office 365 includes many accessibility features – see Microsoft’s [an inclusive Office 365](#) for further details. The University’s IT department has information about accessing and installing [Office 365](#).

**Digital Technology Services**

The University provides a wide range of IT facilities. More details about these and the support available can be found in the [Student DTS Guide](#).

**Support Centres**

Support Centres are your first port of call for anything ranging from a query about Campus Cards, advice on changing programme or on module selection, submitting exceptional circumstances forms and queries about assessment, to any other general or programme-specific question. For full information regarding how and when you can access the service and who does what, please visit the [Advice and Support webpages](#).

**Where do I go for other help/advice?**

Student welfare support and guidance is provided by the Support Centres, alongside our range of specialist support services including Student Welfare Officers, the Students’ Union Advice Team, the Medical Practice, Counselling and Wellbeing and the Disability Advisory Service. Student Services also offer advice and support in a number of areas, including finance and academic issues such as withdrawals and suspensions.

[Guidance and Support](#)

**Student Welfare Team**

The Student Welfare Team is here to help you with any personal difficulties you may experience during your time at the University. The team is made up of professional welfare staff who are able to advise you on a wide range of personal and welfare issues that may impact your studies and day-to-day life. For further information:

[Student Welfare Team](#)
Disability Advisory Service

The University of Reading welcomes disabled students and has a dedicated Disability Advisory Service. The service offers advice and guidance to students with any disability, long term medical condition, mental health condition, or specific learning difficulty (SpLD).

If you have not yet told the University about your disability or your learning difference, or have not disclosed it on your application, you can discuss the implications of a disclosure in complete confidence, with one of our Disability Advisers.

The team can offer advice on applying for Disabled Students Allowances and with your permission liaise with your department, the Examinations team and Support Centre to agree reasonable adjustments. They can also help you in setting up your DSA support. More information on the wide range of disability support offered to assist you through your studies can be found here.

Counselling & Wellbeing

The Counselling and Wellbeing team work throughout the year to help students manage a wide range of issues, working to minimise the impact of any problems on their academic progress.

All staff who work in the service are very experienced and are used to working with students studying at all levels, and from all nationalities and cultures. They know and understand the problems that students face and are able to provide valuable and independent support.

Counselling and Wellbeing

Student Services Reception/Online services

The Student Services Reception provides advice about a range of topics including enrolment, Council Tax certificates, Railcard and Oyster applications and verifications of academic progress, and signposting to services such as Immigration, Careers and Disability.

Student Services Reception

Finance

The Student Financial Support Team are here to offer help, advice and support on a wide range of financial issues, including:

- advice in relation to tuition fees; in particular, specialist advice on funding via the Student Finance Authorities (i.e. Student Finance)
- bursaries
- short-term loans
- Student Support Fund
- information about Blackbullion, which offers free online financial support for University of Reading students
- liaison between you (the student) and Student Credit Control in times where you are struggling to meet the cost of your tuition fees and/or accommodation cost
- work with the RUSU Money Advisors to support you in matters relating to financial difficulties.

Student Financial Support Team
**International students**

The International Student Advisory Team offers information and advice for all international and EU students, providing professional and confidential support on:

- settling into the UK when you arrive (and your family if applicable)
- understanding the UK culture and providing information about the local area and places of interest
- general advice and guidance on how to make the most of your time at Reading and in the UK
- visa and immigration advice.

Throughout the year, the International Student Advisory Team runs a variety of events, open to all students. Check the website and follow them on social media to keep up to date with news and upcoming events.

[Information for International Students](#)

**Chaplaincy**

The Chaplaincy Team operate from two bases on the Whiteknights Campus: the Chaplaincy Centre and the Muslim Centre. The Chaplaincy Centre is open for drop-in visits from Monday-Thursday and provides a good place to go for a quiet coffee and a listening ear.

Chaplains can sign-post for faith and well-being needs, whatever your religious beliefs. Feel free to call, email or just drop in to see them. Find out about pastoral support to students of any (or no) faith, as well as the events we run [here](#).

**Reading University Students Union (RUSU)**

RUSU is a student-led independent charity, based on Whiteknights campus, that exists to represent, support and provide opportunities for all students studying at the University of Reading. As a student, you are automatically a member of the Students’ Union.

Our ultimate ambition is to support students and enhance their University experience, delivering services to students in an accountable, inclusive, honest and forward-thinking way. As RUSU is a separate organisation to the University of Reading, one of our top priorities is to ensure that the student is always put first. More information can be found on the [RUSU website](#).

**RUSU Advice**

The Advice Service is an impartial team of trained and experienced advisers empowering students to take control of their circumstances for positive change. The service is free, non-judgemental and confidential, and aims to provide you with the information you need to make informed choices when it comes to any academic, housing and money issues you might be experiencing. Whilst the Advice Service is based in the RUSU building, they also operate digitally. There is information to help you on the [Advice Services webpage](#), including details of how to contact us if you need support.

**RUSU Nursery Service**

RUSU’s purpose-built nursery offers places to children between three months and five years who have a parent either studying or working at the University. There are five child-centred rooms and an exciting outdoor play area. You can find more information and how to apply by visiting [RUSU Nursery](#).
G – Performance and assessment

Academic engagement

You are academically engaged if you comply with the academic requirements stated in the University’s Statement of learner responsibilities, in particular those requirements relating to engagement with the academic tutoring system, attendance and participation in academic classes and submission of coursework. Further guidance on the policy on and procedures relating to academic engagement and fitness to study can be found on the Centre for Quality Support and Development website:

- Policy on and procedures relating to student academic engagement and fitness to study
- Policy on and procedures relating to exceptional circumstances

Working with academic integrity

‘Academic integrity’ describes the values held to be essential in university study in the UK. The five core values we work to are:

- **Accuracy** – making sure that your work is free from errors.
- **Honesty** – being truthful about which ideas are your own and which are derived from others, and about the methods and results of your research.
- **Fairness** – not trying to gain an advantage by unfair means: for instance, by passing off others’ work as your own.
- **Responsibility** – taking an active role in your own learning: for instance, by seeking out the information you need to study effectively.
- **Respect** – for your fellow students, your tutors, and the work of other scholars.

(Adapted from International Center for Academic Integrity (1999), The Fundamental Values of Academic Integrity, online at Fundamental Values of Academic Integrity, accessed 17 May 2021.)

Avoiding unintentional plagiarism

Plagiarism is when someone else’s work is passed off as your own. It may include:

- using someone else’s words directly without accurately acknowledging their authorship (whether this is from a published source or another student)
- using ideas from someone else’s work without accurately acknowledging their source
- colluding with another student to produce the same or similar work
- passing off someone else’s original work (e.g. commissioned essay) as your own

Although you may be thinking that you would never be so dishonest, it is possible to commit plagiarism unintentionally. Unintentional plagiarism can happen if:

- you are not careful about recording details or note-making
- you do not learn how to cite references to comply with university standards
- you do not fully understand the role that references play in your academic writing

These errors also put you at risk of committing **poor academic practice**. This is the term used when you produce work which may be fully referenced, but (for instance) relies too heavily on only one or two sources, or is generally too derivative (includes too many words quoted from other people and not enough of your own analysis and exposition), or is inadequately paraphrased (too close to the original).
Both plagiarism and poor academic practice leave you liable to penalties which may be determined at a School or University level. These can range from a substantial reduction in your marks (or even a mark of zero) which can affect your final degree classification, to a formal misconduct hearing which may result in your being asked to leave the University.

Further advice on avoiding unintentional plagiarism, along with a guide to building references into your writing, can be found in the Academic Integrity Toolkit or by contacting the Study Advice Team.

**Turnitin**

You may have been told that your work will go through Turnitin when it is submitted, and wondered what Turnitin is. A common misconception you will hear is that Turnitin is a plagiarism checker. In fact, Turnitin is a tool which, if properly used and if your tutor enables it, can help you to work with academic integrity when you are referring to sources in your writing.

Turnitin is a program which checks your work for originality: that is, it searches through its database of published texts, webpages and student assignments to see if there are any areas which have a significant match to your work.

Turnitin is NOT a plagiarism detector. Your tutors will use Turnitin to alert them to possible problems, but they are also familiar with your writing and with the literature in your field, and they will use their experience and academic judgement to identify any issues with your use of references.

Further information on Turnitin can be found in the Academic Integrity Toolkit.

**References and citations**

You will need to learn the correct way to use references and citations whilst at the University of Reading. It is your responsibility to check the referencing and citation conventions used on your programme.

There are many systematic techniques for citing your references. In this School, our convention is to use the Harvard System\(^1\). It is an important professional skill to be able to cite references correctly. Many assignments include the correct formatting of references as part of the assessment criteria. Even when they do not, you are expected to be able to demonstrate your skills in citing references as a routine part of your professional approach to submitting formal assignments.

Even if you have experience of referencing and using citations in your previous educational experience, you will still need to read carefully the following advice. Do not assume that your previous experience will be adequate. Different conventions apply at different places and for different reasons. As well as the mechanical aspects of compiling lists of references at the end of your work, it is useful to pay attention to the way that you mobilise contrasting views and interesting research.

In many assignments, we are keen to ensure that students engage with ongoing debates in the research literature and that relevant work is cited and critiqued. We would like you to ensure that you have dealt with relevant previous papers that have been published in the key journals of the field. Not all journal papers agree with each other, and it is important to bring out the areas of controversy, if there are any. Therefore, include citation and critique of research papers that develop the underlying science and/or approach in your research. This can be particularly problematic in an applied field like ours. Researchers sometimes seem to assume that the construction sector is not part of the same

\(^1\) [http://libguides.reading.ac.uk/citing-references](http://libguides.reading.ac.uk/citing-references)
world that the rest of us inhabit and, therefore, set out to re-invent the wheel. For guidance on how to undertake a critical review of a research paper, please see http://wp.me/p1J7za-el.

The citation of past research needs careful attention. When constructing an argument, it is common to use citations to other significant researchers as means of short-hand, because certain methodological stances, or particular approaches, or specific ideas, are strongly linked to particular authors’ names, and a passing citation to the seminal work in which that idea, approach or stance was definitively mentioned is a routine part of setting out an argument. But this kind of academic shorthand should not be confused with a critical review of past research upon which a research paper seeks to build. There will be citations in your paper that require more comment because of their importance to the work you have reported. In these cases, use a sentence or two to explain what these people did to get them to the conclusions that you cite.

It is not very useful to pepper the text with arbitrary citations without making a specific connection to the construction of your argument. Avoid long lists of author names in brackets. Unless it is just a form of academic shorthand, explain why the work you cite is important. At the very least, your phrasing should make clear whether you are citing past research, guidance documents or polemical arguments, for example. It is useful to focus on the conclusions in a paper, rather than passing observations or introductory comments that an author has included to contextualise the work.

**Joint or group work**

The University encourages you to learn from each other, so when working together it is important to work with academic integrity. In group work assessments it is likely you will be asked to submit a joint assignment that will be clearly acknowledged as being produced by the whole group. Part of the assessment will involve how you manage the group process and divide tasks between the group members. People do not need to do the same amounts of work, but the group does need to take collective responsibility for being honest, fair, and for showing respect to each member of the group.

Learning collaboratively and sharing ideas can be extremely effective. However, you need to be honest and fair. For individual assignments, such as essays or reports, whether undertaken as part of group work or otherwise, discussing the general topics together is fine, but the assignment itself should be planned and written up separately and individually. For mathematical and computing problems, or data analysis, discussing the best approach to the problem can lead to you selecting the same methods as your peers, and your work can naturally end up looking quite similar. However, you should complete the stages of the method and any working out yourself. It is not acceptable for one person to do the calculations and for the rest of the group to simply copy them.

If you are in any doubt about what is acceptable when working together, you should ask your lecturers. Further guidance on effective group work can be found in the LibGuides: [Effective group work](#)

**Policy in relation to students’ use of editorial and proof-reading services**

Students who feel that they need assistance in writing appropriate English should, in the first instance, seek guidance from their School, which should discuss with the student their difficulties. Further guidance on the use of editorial and proof-reading services can be found on Essentials:

[Information on the use of editorial and proof-reading services](#)

**What does this mean for my academic writing?**

You practise academic integrity in your academic writing by working with the five values in mind, and particularly by using correct and accurate referencing. This shows that you can: be **accurate** in
transcribing details; be **honest** about which ideas were derived from others; act **fairly** by not taking credit for others’ work; take **responsibility** by finding out what is required of you and how you should carry it out; and show **respect** for others by acknowledging the part they have played in building your knowledge and understanding.

**How does this differ from what I did at school/college?**

You may have used a simplified referencing system at school or college, with only direct quotes given citations, or no in-text citations but only a bibliography. At university, you need to give a citation whenever you refer to an idea that you derived from a source. This is the case whether you use a direct quote, a paraphrase, or just a mention. There are many different styles of referencing, and you will need to find out which one is used in your School and how to set out your citations and lists of references. You will need to learn how to cite a variety of sources correctly and get into the habit of doing this accurately and with attention to detail. Different module convenors may have different requirements. We are comfortable with this because it gets you used to the idea that there is not one way of doing things, but conventions that differ between academic disciplines and different kinds of publication.

Incidentally, a bibliography is a list of sources that related to a topic, such as a reading list. By contrast, a list of references is a list of only those sources used in a specific piece of work. While some people are rather loose with the terminology, you need to ensure that you understand what kind of list is required for each piece of work you do.

**I have not studied in the UK before; how might this differ from my previous experience?**

In the UK, critical analysis and building new knowledge are key aims of academic study at university. This means you will be expected to read widely to gather a range of ideas, be critical by questioning everything you read and hear, and draw your own conclusions. You then need to support these in your writing by reference to what you have read, and to acknowledge the sources with correct citations.

We welcome students from a wide variety of backgrounds, with very different experiences of education. For example, many students who come to study here are have experienced of education systems where they have routinely received marks of 90% or more for excellent work. It can be a bit of a shock to receive a mark of 70% for a piece of work in which you feel you have excelled. Please be aware that in these programmes, we see 65% as a very good mark, and anything above 70% as excellent. If you are getting marks in the 60s and 70s, you are doing well. It is not useful to be comparing your marks to those you received at school or at an undergraduate level in another country. The pass mark in MSc programmes here is 50%, but you do not have to pass every module (please see page 80).

**Developing good learning practices**

It is very important to develop a reflective and critical approach to your learning. We do not expect your written work to simply relate what you have been taught. Instead, we expect you to use that as a basis for developing your own thinking and weighing up alternative views. We expect a certain amount of scepticism in the way that you approach any source material. Think about the evidence they used and how they analysed it, for example.

Organise your time. One way to do this is to look at the number of credits in each module. The module description form will tell you how many hours of study we expect a module to occupy. You will see that the bulk of your study time is not in classes. Allow time for preparing assignments that is proportional to the number of credits each assignment will earn you. The MSc is 180 credits of study, which means we expect you to be studying for 1,800 hours in total. Plan your time to ensure that you will be able to achieve what is expected of you in the time you have available.
Maintain your interest in the subject by reading widely, taking note of developments reported in the news and on-line. Develop networks of contacts through Linked-In and other networking sites.

There is no substitute for a healthy diet, regular exercise and drinking plenty of water. These factors can have an enormous impact on your capacity to study and learn.

Working together

The University encourages you to learn from each other, so when working together it is important to work with academic integrity. Learning collaboratively and sharing ideas can be extremely effective. However, you need to be honest and fair. For individual assignments, such as essays or reports, whether undertaken as part of group work or otherwise, discussing the general topics together is fine, but if you are submitting individual pieces of work, the assignment itself should be planned and written up separately and individually. For mathematical and computing problems, or data analysis, discussing the best approach to the problem can lead to you selecting the same methods as your peers, and your work can naturally end up looking quite similar. However, you should complete the stages of the method and any working out yourself. It is not acceptable for one person to do the calculations and for the rest of the group to simply copy them.

If you are in any doubt about what is acceptable when working together, you should ask your lecturers.

Group work

A lot of the modules in these programmes involve group work of one kind or another. Various aims are fulfilled through group work. It would help you to be aware of what these aims are, so that you can make the most of the opportunities afforded to you. In group work assessments it is likely you will be asked to submit a joint assignment that will be clearly acknowledged as being produced by the whole group. Part of the assessment will involve how you manage the group process and divide tasks between the group members. People do not need to do the same amounts of work, but the group does need to take collective responsibility for being honest, fair, and for showing respect to each member of the group.

Working in groups with students from diverse backgrounds is immensely challenging. There are differences between students in terms of levels of experience, educational attainment, language skills and culture. The first thing about this cultural diversity is that most professional institutions require evidence of experience in diversity, inclusion and team-working attributes.

Sometimes, students are invited to put themselves into groups. But, quite often, you will be assigned to a group. It may be that the module convenor wants to ensure that there is a good spread of students in each group, whether by nationality, mode of study or simply by random allocation. There are reasons why different module convenors do this in different ways and we encourage them to explore the use of group work as they see fit.

In any group work situation, you will probably need to get to know each other before starting the work. This is not only to do with getting to know each other’s names and origins, but also an initial assessment of skills, strengths and weaknesses. You will need to split up the tasks and allocate them. Sometimes, the group work is such that it makes no sense for each group member to do part of the whole task. Simply sharing the work out so that you all must exercise the same skills is one way of doing it. But it is rather simplistic. Another way is to think about roles required in the task, so that each person takes on a distinct role that plays to their strengths. Therefore, it is useful to think about the
skill set of each group member. Be prepared for this by getting to know your own strengths and weaknesses in group work. When allocating work and setting milestones for managing progress, allow for time slippage and think about tactics for dealing with non-performers. The whole team must work together. This may mean providing support to someone who is struggling to understand what is needed or struggling to make timely progress. A group that works together and helps each other is going to achieve a lot more than a group that seeks to blame poor performance on each other. You can take responsibility, if you choose.

Effective reading leads to higher grades

Whenever you are reading anything, especially if you are thinking of relying on it, ask yourself who wrote it. How credible is the source? Think about what it is about the item that is persuasive. Just because something has been written and published, does it mean that it is absolutely and permanently correct? Is it applicable in all circumstances and places? Is the author someone who is well-known in the field and often cited by others? Is the item in a peer-reviewed publication that has been vetted by independent experts in the field? It is not easy to establish the credibility of source when you are new to studying but it is extremely important. For a simple rule of thumb, do not use websites as authoritative sources. The processes of formal publication involve more checks than writing something for the web.

Having ensure that the source is credible, it is then important to focus on the conclusions of a paper. What were the assumptions that they started with? What were the questions they were dealing with and do they match the question that you are dealing with? What methods did they use in carrying out their work? What did they actually do in their work that enabled them to draw the conclusions that you find so persuasive? What do you think of the quality of their argument? How do they establish their position on the issue and what does this tell you for how you establish your position? Above all, make notes when you are reading. Do not simply highlight sections of the paper that seem to be interesting. This may lead you to simply paraphrase or quote sentences from a series of papers without really understanding the meaning. If your writing involves a series of paraphrased ideas from sources, this is known as “excessively derivative work”. It does not earn good marks. It is likely that such habits arise from the way that students read in their preparation. So, read with a notebook by your side and make notes from the items you read, using your own words, not the author’s. Later, when you come to write up, you will be less tempted to merely reproduce what appeared to be good phrases from the source material. This is part of how we develop the all-important “critical thinking” skills that an MSc graduate is expected to have.

Effective writing leads to higher grades

It is extremely important to put your ideas across clearly. There are many good books about effective writing. They are generally an enjoyable read, because they are written so well. One good example is Turk, C. and Kirkman, J. (1989) Effective Writing: Improving Scientific, Technical and Business Communication, 2nd ed. Taylor & Francis, London. This is available in electronic form in the library.

If you want to get a flavour of what it means to think about style when it comes to writing, have a look at George Orwell’s essay, Politics and the English Language, from 1946. Much of this still holds true, and there is plenty of excellent advice in there.

Effective writing is achieved through developing a style that makes your writing informative and interesting. One of George Orwell’s suggestions is particularly relevant; that good writing should be about choosing the right words to fit the ideas, rather than stringing together a series of stock phrases.

1 http://www.orwell.ru/library/essays/politics/english/e_polit
Too many writers string phrases together, often riddled with worn out clichés and inappropriate idioms. Writing should be about choosing words, rather than phrases.

Here are some rules of thumb that may help with the task of putting your thoughts together. But these rules are not sacrosanct, merely suggestions:

- The first thing, and an extremely common fault, is punctuation, especially apostrophes, commas, colons and full-stops. It seems that many people do not know how to use apostrophes. Basically, never use an apostrophe to make a plural, e.g. cars, roads, 1960s, etc. Always use one if the s is being added to indicate possession, e.g. John’s sensitivity, the client’s requirements, several clients’ requirements. As you can see, if the possessive case is singular, the apostrophe is placed before the s, if it is plural, the apostrophe is placed at the end of the word. Commas should be used to separate elements and clauses in a sentence, or items in a list. They are not ‘breath marks’. Colons and semi-colons are often mixed up. The former introduces a list or an idea; the latter separates closely related independent clauses. Most people know how to use full-stops; they just don’t use enough of them. Short sentences are easier to compose and understand than long ones.

- Long words are more difficult to understand than short ones. They may be more difficult to translate, too. Generally, never use a long word where a short one will do. For example, change utilize to use. Avoid fashionable terms and jargon, unless you can be specific about the meaning.

- Sentence length should be variable. For example, this sentence and the next illustrate how some sentences can be quite long, preparing the reader for a point that is about to be made by setting out information that forms the context for the point. Others don’t. Thus, a two-word sentence can be used to great effect, if the preceding sentence has done the work. If in doubt, stick to one idea per sentence. Avoid long sentences.

- Sentences are usually grouped into paragraphs, each of which represents a specific idea or step in the argument. Avoid single-sentence paragraphs. Such writing ignores the important distinction between sentences and paragraphs. If a paragraph should have a beginning, a middle and an end, it is extremely unlikely that all three functions can be fulfilled by one lonely sentence.

- Similarly, a series of paragraphs is grouped together under a sub-sub-heading and so on, up to the main headings. Try not to use more than three levels of heading, sub-heading and sub-sub-heading otherwise you will confuse your reader.

Using these rules of thumb helps to make your writing understandable. Split the argument into headings, then each heading into sub-headings, then each sub-heading into sub-sub-headings, then you can write the sentences and the text will flow with ease. One final tip: although PowerPoint is designed for making business presentations, it is extremely useful for getting the initial structure of a paper sorted out into headings, sub-headings and sub-sub-headings.

**Editorial and proof-reading services**

Students who feel that they need assistance in writing appropriate English should, in the first instance, seek guidance from their School, which should discuss with the student their difficulties and, where appropriate, refer the student to the University’s Study Advisors. Students whose first language is not English should check the resources at [http://www.reading.ac.uk/islc-in-sessional-introduction.aspx](http://www.reading.ac.uk/islc-in-sessional-introduction.aspx).

Students who use software for assistance with proof-reading or with editing their work, or who seek assistance with proof-reading or with editing from third parties, should be alert to the major risks associated with such intervention, including the distortion of intended meaning and the failure to use technical terms appropriately. However, it is a good idea to seek help if your English needs to be improved.

Students are warned that any use of third-party proof-reading or editing services must not compromise their authorship of the work submitted. You must ensure that the substance of work is your own. Students are also warned that they will be held responsible for work which they submit, and that the use of third-party services will not be accepted as mitigation for any deficiencies in the
work. The use of any third-party proof-reading or editing must be acknowledged in a written statement included in the submitted work.

Information on the use of editorial and proof-reading services

Academic misconduct

The University takes academic misconduct seriously and it is your responsibility to make yourself aware of, and comply with, the contents of the policy below.

Policy on Academic Integrity and Academic Misconduct

Developing learning practices

Starting a postgraduate programme means meeting high academic standards. This can involve a steep learning curve for both home and international students. The University’s Study Advisers can help with every aspect of postgraduate study, so please feel free to consult them on:

- Writing assignments at an appropriate level
- Managing your dissertation
- Advanced referencing
- Coping with lots of material and a fast pace of learning
- Using academic theories to support your writing
- Adjusting to new academic expectations and culture
- Time management
- Research methods

Taking time to address any study concerns now can really save time later, allowing you to develop your study practices before beginning a long piece of research or a dissertation.

The Study Advisers offer confidential one-to-one advice sessions which usually last 30 minutes. They are very happy to book one-hour sessions for postgraduate students, because there is often longer and more complex work to discuss. If you would like a one-hour session, then please mention this when you book. Appointments are available every day during term-time and most days during vacations. Details of how to book an appointment with the Study Skills Advisors are available at: www.reading.ac.uk/studyadvice. Alternatively, send an email message to studyadvice@reading.ac.uk with your details including a phone number and they will get back to you.

Workshops, online study guides and paper study guides are available. See the website for study guides and more information on workshops: www.reading.ac.uk/studyadvice/. They also offer advice, support and assessments for specific learning disabilities (including dyslexia, dyspraxia, AD(H)D. To discuss any of these, please book an appointment).

The Reading Student Charter explains our expectations of each other, please see Page 10.

Research training

The research skills and dissertation modules in each programme are specifically focused on research training. In these modules, students learn about independent study, including how to define a research question, carry out a literature review, research design and empirical work. Further details can be found in the module summary for the relevant dissertation module at the beginning of this handbook. You will be provided with detailed guidance and a comprehensive dissertation handbook in the relevant module area of Blackboard. The Research Skills modules includes the relevant postgraduate research training element of your programme.
Coursework & examinations

Coursework

Information on any module coursework assignments you need to complete, along with submission dates and method can be found on the module’s Blackboard/Canvas course.

It is your responsibility to make yourself aware of all your assignment deadlines and to ensure you understand how to submit each piece of work.

It is important you familiarise yourself with the following policies and how they relate to coursework.

Penalties for late submission of coursework

- Policy on Penalties for late submission (excluding Postgraduate Flexible Programmes)
- Penalties for late submission for Postgraduate Flexible programmes

Exceptional circumstances

- Guidance on exceptional circumstances
- Policy on and procedures relating to exceptional circumstances

Feedback to students

The University seeks to provide feedback which can be used positively to affect your future performance. It is therefore important that you consider your feedback in detail and take the opportunity to discuss it if you have any queries.

Students should be aware that marks and grades given to them during any part of a degree programme are subject to moderation by internal and external examiners, who may recommend changes either to the marks of a particular student or to those of a whole group. Marks remain provisional until they have been scrutinised and approved by the appropriate Examiners’ Meeting and formally published by the University. Provisional marks are provided for guidance only and you should be mindful that they may change before the formal publication of results.

For all undergraduate and taught postgraduate programmes, the standard turnaround time for individual feedback and marks on coursework and in-class tests is a maximum of fifteen working days from the deadline for submission/date of the in-class test. The policy applies equally to work from full-time and part-time students.

For the purposes of this policy, a working day is defined as excluding Saturday and Sunday. This definition applies to all students, regardless of location. Public/national holidays in the country where the relevant module is being delivered and University closure days are not normally considered to be working days. When setting deadlines for submission of coursework, module convenors should take into consideration public/national holidays in the country or countries where staff who will be responsible for marking and provision of feedback are located. For UK campuses, the University is normally closed on the eight Public Holidays for England and Wales (New Year’s Day, Good Friday, Easter Monday, May Bank Holiday, Spring Bank Holiday, Summer Bank Holiday, Christmas Day and Boxing Day). It is also normally closed for a small number of additional days during the year, referred to as ‘closure days’, usually around the Christmas and Easter public holidays. See Term Dates for further details.
Some assessments may be exempt from the fifteen working day turnaround time feedback requirement. The following assessments are exempt, subject to the proviso that work submitted in the summer term of the Final Part should be returned prior to graduation:

i. dissertations;
ii. final year projects (normally 40 credits in weight);
iii. assessments where there is input from a professional external body that might unavoidably delay the marking process;
iv. assessments where for logistical reasons there are staggered submission dates (e.g. practicals).

For more information see:

- Policy on providing feedback to students on their performance

Online assessment and feedback

Many of your assignments will be submitted and marked online through Blackboard. You will also receive your feedback online. Further information about submitting your work electronically and accessing your feedback and marks online can be found here:

- Online assessment & feedback

Examinations

Guidance for students

Essential information about taking exams can be found here. This includes:

- key dates
- important information about what to do and what is expected of you
- information on services available to support you during the exam season.

Examination arrangements for students with disabilities and specific learning difficulties

- Information on special examination arrangements;
- Examination & Assessment arrangements for students with specific needs

Marking

- Section 10: Assessment Handbook - Marking

Progression

- Section 15: Assessment Handbook - Progression
Classification of degrees

Assessment Handbook - see Sections 16-25

Re-assessment

Section 28: Assessment Handbook - Policy on Reassessment

Appeals

If you wish to appeal for a review of your result for part of your degree or your final classification, details on how to go about this can be found on Essentials.

How to make an appeal

Sometimes things don’t go to plan – where to go for advice

Guidance and Support webpages on Essentials
Support Centres
Academic Tutor
Student Welfare Team
Counselling and Wellbeing
Disability
RUSU Advice

Specific SCME programme practices

This section contains advice and conventions that you might find helpful.

Guidance on drafting email messages

There are some basic habits that are worth developing while at the University. These will also be helpful to you after you in professional life. Every form of communication has some kind of etiquette and email is no exception.

- Use the subject line: When you send an email to anyone about a specific issue, please always put a short description of the issue in the subject line of the email. This is not the place to insert your name or ID. If you are writing about a specific module or lecture course, use the code. If you are writing about a programme, give the name of the programme.
- Greeting: At the beginning of the email, begin with the addressee’s name. Emails are less formal than letters, so it is usually OK to begin with “Hi”, if you are not addressing a named individual. If you are addressing a named individual, do not begin with “To whom it may concern”. Further details on addressing staff are given in the next section.
• In composing your text, assume that your correspondent deals with many people other than yourself: Many of my colleagues are involved with a wide variety of programmes, modules, courses, and cohorts of students. Not all students are studying the same thing. It is useful to spell out a little bit of detail in what you are asking, rather than assuming that your correspondent knows exactly who you are and what is on your mind. Get to the point quickly and avoid wasting words. What is your question? Why are you asking it? Use clear English. Are you using acronyms that only make sense in a specific context? Be accurate with ID codes and names. Be clear about what you are asking for.

• Signature in email: At the end of an email, after “Best wishes” or “Kind regards”, write three things, one per line. First, your name. Second, under your name, on a new line, add any personal identifying number that could be relevant. For example, if you are a student, you may have a student number (not your username, which may be a different thing). If you have previously enquired, you may have a reference number. Third, under your reference ID, write the name of the programme and, preferably, the cohort you commenced in, for example: MSc Construction Management (2016-17), or BSc Building Surveying (2018-19). If you are writing to apply for a place on a programme, name it in a similar way. If you are writing on behalf of an organization company, write the name of the organization here.

Addressing academic staff

When writing an email to a member of academic or administrative staff, please always put your name at the end of your message, followed on a new line by your student number (not username) and then a third line with the name of your MSc programme, including ‘full-time’ or ‘flexible’ after the programme name). (You may find it convenient to set this up as one of your ‘signatures’ in your email software.) Here is an example:

Jane Doe
99996373
MSc Construction Management (full-time)

If you are emailing in relation to a specific module, please put the module code (all module codes in this School commence with three letters, CEM, and have six characters, no spaces) as the first part of the subject line. Don’t forget to add a couple of words after the module code to indicate the topic of the email. This helps people with large volumes of email to re-locate your email in the future.

When addressing a member of academic staff, it is customary in the UK academic practice to use forenames, as follows:

Dear Roger

However, if you wish to retain a level of formality, do not simply write ‘Dear Mr Roger’ or ‘Dear Professor Roger’. If you want to be formal, you should use the surname, not the forename, and the correct title (Mr, Ms, Dr, Prof), depending on whether they hold a PhD, a professorship or not. You may check the qualifications and titles of each member of staff in the School’s web page at http://bit.ly/SCME-staff. If you are unfamiliar with naming conventions in the UK, please note that the given name(s) comes first and the family name last. Your experience of names may be different, depending on which country you come from, so please pay particular attention to how names are presented. For further guidance on naming conventions, please see https://en.wikipedia.org/wiki/Personal_name.

Guidance on sending email messages

Here are some useful pointers about sending email messages.

• It is useful to think of email as an electronic letter, rather than a written telephone call (it is email, not ephone!). This means that you should not assume that the reader of your message will open your message the moment you send it. Thus, it is best not to begin an email with “good morning”,

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“good afternoon” or “good evening”. It gives a rather self-important or presumptuous impression that you are expecting an instant response.

• Never apologise for sending an email, since the person receiving it makes a conscious decision about whether they wish to access their emails or not. Anyone can choose to switch notifications on or off.

• Please do not assume that staff are on holiday when there are no classes. Making such an assumption may come across as rude. Staff do not get holidays when the students do.

• If you do not get a response from an email within three days of sending it, please follow these suggestions:
  o Three days after sending the first message, please re-send it with a polite extra line, such as, “Sorry for re-sending this message; I am not sure whether my earlier message got to you.”
  o If this does not get a response after three further days, please re-send it with a similarly polite explanation for re-sending, but this time also add the relevant module convenor in the CC field. (You can find the module convenor’s name on the MDF or in this programme handbook.)
  o If you still get no response after a further three days, please re-send but also CC the relevant programme director.
  o If this does not work, please add the School Director of Postgraduate Studies to the CC field.
  o At each point, please retain a professional and courteous tone. Remember, there may be other demands on the people you are writing to, despite our desire to be responsive to everyone.
  o Please also observe out-of-office messages if the person you are writing to is on leave or absent due to illness.
  o If you are unsure of anyone’s email address, you can find them on the University web site.

Accessing information on modules and programmes

Information is also provided electronically using the Blackboard Learn portal (www.bb.reading.ac.uk), where you can find detailed information on modules and School-specific information; the RISIS web portal (www.risisweb.reading.ac.uk), where you can find personal information about your enrolments and other data; and Essentials (student.reading.ac.uk/essentials), which contains a lot of advice about being a student here.

Teaching staff and students are expected to check their email accounts, Blackboard Learn portals and other electronic methods of communication daily during term-time and respond to messages as appropriate, within three days. Students are also required to check their University email accounts daily.

While the University does not recommend it, you may set up forwarding arrangements to automatically send email received in your University account to another email account of your choosing; however, you do so at your own risk and you should ensure that you forward to a valid and existing account. The University can only be held responsible for email reaching your University email account. If an email has been sent without apparent problem to your University account, the sender may reasonably assume that you will receive that email. If you do wish to forward email from your University account to a private account, you can do this by changing your email options. It is advisable for a copy of the email to be delivered to (and stored in) your University account as well by including your University email address on a separate line under your personal email address in the mail options.

Unless otherwise instructed by the School, you should not submit coursework using email.

Assignment brief issue dates

In some modules, assignment briefs may be issued at the beginning of the module. This can be useful to enable students to focus their learning while they have access to the lectures and tutors. However, this is neither appropriate not possible in all modules. It may happen that an assignment brief is issued at the end of a module. Sometimes, it is entirely appropriate to avoid issuing the brief at the beginning, whether to allow the module convenor to be responsive to the learning that took place in the particular week, or to cover the whole module in general terms before focusing on to the specifics of
one topic within the module. Focusing directly and solely on the assignment can be quite counter-
productive in the learning process. Therefore, we expect that there will be different practices in
different modules for very good reasons.

Timetables published in Blackboard portal

To enable all students to see all detailed MSc module timetables, the timetables should be published
in the Blackboard PG Student portal, not in the module area. There are sometimes enrolment
problems in Blackboard and using the portal for the timetable enables students to have access to the
timetable before a module is opened for access.

Your timetable holds information on all the classes you need to attend as part of your programme.
This includes lectures, seminars, workshops and any other events which form part of your programme.
Information on how to access details of the room bookings and timings for your classes, syncing these
to your phone, along with help and support can be found on the Essentials website at
http://student.reading.ac.uk/essentials/_study/your-timetable.aspx

Programme assessment

Requirements for award (under review)

MSc degrees may be awarded with the following classifications:

• Pass with Distinction
• Pass with Merit
• Pass

The Marking Criteria and Classification Framework for Taught Postgraduate Programmes may be
found at:

Assessment of Awards for MSc, PGdip and PGCert

These explanatory notes are intended to explain the rules set out in the formal requirements. Students
on earlier programmes must read their programme handbook carefully to check for differences. These
guidance notes are to supplement and explain the rules, not to replace them. If there is a difference
between these notes and the rules, then the rules will prevail.

MSc Pass

• 50% or more for dissertation.
• An overall weighted average of 50% or more. (Alternatively, an overall weighted average of 48 or
more with 90 or more credits at 50% or more.)
• 50% or more in 130 credits (i.e. it is acceptable to have marks in the range of 40-49 in up to 50
credits, provided that the overall weighted average is 50% or more).
• 40% or more in 150 credits (i.e. it is acceptable to have marks in the range of 0-39 in up to 30
credits, provided that the overall weighted average is 50% or more).*

*For MSc Renewable Energy: Technology & Sustainability, and MSc Design & Management of
Sustainable Built Environments, all module marks must be 50% or above for the award of an accredited
degree.

MSc Merit

• 50% or more for dissertation.
• An overall weighted average of 60% or more. (Alternatively, an overall weighted average of 58 or
more with 90 or more credits at 60% or more.)
• 60% or more in 130 credits (i.e. it is acceptable to have marks in the range of 50-59 in up to 50
credits, provided that the overall weighted average is 60% or more).
• No mark below 40%.**

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** For MSc Renewable Energy: Technology & Sustainability, and MSc Design & Management of Sustainable Built Environments, all module marks must be 50% or above for the award of an accredited degree.

**MSc Distinction**
- 60% or more for dissertation.
- An overall weighted average of 70% or more. (Alternatively, an overall weighted average of 68 or more with 90 or more credits at 70% or more.)
- No mark below 40%.

***For MSc Renewable Energy: Technology & Sustainability, and MSc Design & Management of Sustainable Built Environments, all module marks must be 50% or above for the award of an accredited degree.

If the marks do not warrant the award of an MSc, a Diploma or Certificate may be possible.

**Diploma award**

The formal text for setting out what must be achieved for the award of a Diploma may be unpacked as follows:
- It is not necessary to pass the dissertation as part of the 120 credits.
- Three of the ten-credit core modules must be included in the calculation.
- Any combination of modules that totals 120 credits may be used in the calculation provided that three of the ten-credit modules are included.
- An overall weighted average of 50% or more over the 120 credits. (Alternatively, an overall weighted average of 48 or more with 60 or more credits at 50% or more.)
- 50% or more in 60 credits (i.e. it is acceptable to have marks in the range of 40-49 in up to 60 credits, provided that the overall weighted average is 50% or more).
- 40% or more in 90 credits (i.e. it is acceptable to have marks in the range of 0-39 in up to 30 credits, provided that the overall weighted average is 50% or more).

**Diploma with merit**
- It is not necessary to pass the dissertation as part of the 120 credits.
- Three of the ten-credit core modules must be included in the calculation.
- Any combination of modules that totals 120 credits may be used in the calculation provided that three of the ten-credit modules are included.
- An overall weighted average of 60% is required over the 120 credits. (Alternatively, an overall weighted average of 58 or more with 60 or more credits at 60% or more.)
- No mark below 40.

**Diploma with distinction**
- It is not necessary to pass the dissertation as part of the 120 credits.
- Three of the ten-credit core modules must be included in the calculation.
- Any combination of modules that totals 120 credits may be used in the calculation provided that three of the ten-credit modules are included.
- An overall weighted average of 70% is required over the 120 credits. (Alternatively, an overall weighted average of 68 or more with 60 or more credits at 70% or more.)
- No mark below 40.

**Certificate award**

To obtain the Postgraduate Certificate a student must take 60 credits consisting of at least three compulsory core modules (not including [the 60-credit dissertation or 40-credit integrating module]).
To pass the Certificate students must gain an average mark of 50 or more over the 60 credits. In addition, the total credit value of all modules marked below 40 must not exceed 10 credits.

- It is not expected to pass the dissertation as part of the 120 credits.
- Three of the ten-credit core modules must be included in the calculation.
- Any combination of modules that totals 60 credits may be used in the calculation provided that three of the ten-credit modules are included.
- An overall weighted average of 50% is required over the 60 credits.
- 50% or more in 50 credits (i.e. it is acceptable to have marks in the range of 40-49 in up to 10 credits, provided that the overall weighted average is 50% or more).

Note: A module cannot be credited for more than one award.

In the case of finalists who are in debt to the University in respect of tuition-related charges (e.g. tuition fees, re-examination fees, field trip costs, and library fines; but not accommodation costs or parking fines), no recommended result will be submitted to the Senate. In such cases, the result will be recorded as ‘Result not yet available’. Students should discuss the situation with Student Services (undergraduate) or the appropriate Faculty Office (postgraduates). You should note that, if the debt has not been settled within 18 months of the decision that there be no recommendation, you will no longer be eligible for re-examination.

The assessment procedures for each module are given in the Module Descriptions at www.reading.ac.uk/module/.

**Submission of coursework**

Coursework should be submitted by the due date in accordance with the arrangements specified by the lecturer who has set the work. Failure to submit the work by the due date will mean that a penalty is applied unless an extension to the date for submission has been granted or approval is given for removal of the normal penalty, by following the procedures for extenuating circumstances.

All coursework should be submitted electronically through Blackboard and Turnitin according to the instructions found on Blackboard. Turnitin is a tool that can be used to help assessors check students' work for improper citation and potential plagiarism. Work (assignments, reports or essays) entered into it will return an originality report, a review of textual similarity based on a comparison with online sources, an archive of previous submissions to Turnitin, and anything else in Turnitin’s database. The report features a similarity index for the number of matches it has found during the comparison and can be examined for signs of intentional duplication or poor referencing practice. The similarity index is only an indication of the quantity of text that matches other sources. It is not expected that this will ever be zero, since cover sheets, assignment titles, direct quotation of passages of text and properly formatted references will all appear to the Turnitin system to be directly reproduced text. Staff are expected to interpret Turnitin reports carefully. Further information on potential academic misconduct appears on page https://www.reading.ac.uk/examisconduct.aspx

We do not usually allow students to see their Turnitin score until after the submission date has passed. This is a deliberate policy because Turnitin scores are difficult to interpret and a zero score is not the aim. We do not want student to focus on minimising their Turnitin scores. Instead, avoid plagiarism!

The University reserves the right to retain coursework for the purposes of programme review (both internal and external) although any confidentiality will be observed. The School is currently exploring and developing procedures for making selected pieces of successfully completed coursework available on-line to current and future students.
Publication of marks and grades

You should be aware that marks and grades given to you during your degree programme are provisional and subject to moderation by the external examiner and by the faculty board, who may recommend changes either to the marks of a particular student or to those of a whole group. Therefore, marks only reach their final form after they have been scrutinised and approved by the appropriate examiners' meeting, which takes place at the end of the programme. Subsequent to this, there are further formal processes that must take place because it is the University that awards degrees, not the School.

Transcripts of marks provide information on all the courses taken, grades achieved and the degree that has been conferred. Since marks are only confirmed after they have been scrutinised and approved by the appropriate examiners' meeting, and ratified at higher levels of the University, full transcripts are not available until several weeks after the assessments are completed and examination boards have taken place. However, marks that have been entered into the student record system can be provided as a provisional record by the Student Support Co-ordinator in the Edith Morley Building.

Transcripts of marks

Students who need confirmation of their enrolment or confirmation of marks for the purposes of their APC assessment by the RICS should contact the Student Support Co-ordinator on the RISIS Portal by clicking on “Ask a question”, stating what they need, and why. Transcripts of results can be sent directly from SSC to the RICS, provided you give clear guidance about what you need, keeping in mind that all marks are provisional until after being ratified in various University processes. It is advisable to allow time for such administrative processes to take place, as SSC are dealing with a lot of students and must prioritise and schedule their work.

Students who owe money to the University will not be able to access their results until the clear their debt fully. Please do not ask academic staff to release your results informally to you.

Penalties for late submission

The following penalties will be applied by the module convenor to coursework which is submitted after the deadline for submission:

- Where the piece of work is submitted after the original deadline (or any formally agreed extension to the deadline): 10% of the total marks available for that piece of work will be deducted from the mark for each day up to a total of five working days;
- Where the piece of work is submitted more than five working days after the original deadline (or any formally agreed extension to the deadline): a mark of zero will be recorded.
- In the case of some minor pieces of work, a mark of zero will be recorded for late submission, even if the work is submitted within five working days after the original deadline. You will be informed if a piece of work is subject to this provision.

You are strongly advised to ensure that coursework is submitted by the relevant deadline. You should note that it is better to submit work in an unfinished state rather than failing to submit work. The formal statement on penalties for late submission can be found at:

Penalties for late submission

(Please note that the exclusion for postgraduate flexible programmes mentioned in this policy does not apply to the flexible-modular programmes in this School. This is because the exception does not apply for modules that are taught simultaneously with full-time students, as our modules are. In such a situation, the School Director of Teaching and Learning is required to specify which policy applies. In our case, the policy that has been specified is the “standard penalties” policy. This has been confirmed by the School Board for Teaching and Learning.)
Formative assessment

You may be set coursework as a formative assessment, which allows you to benefit from feedback but does not contribute to the mark for the module. If you fail to submit such work by the deadline for submission, you forfeit your right to any feedback; in this case, it is entirely at the discretion of the marker whether to provide feedback.
H – Working together: how is my voice heard?

**Student-Staff Partnership Groups/Student Reps**

We have a well-established framework for student representation, which enables students to make a meaningful contribution to quality assurance and to enhancing teaching and learning and the student experience. It allows any student at the University to have a say and ensures your voices are heard to help create positive change.

Every School operates at least one Student-Staff Partnership Group (SSP Group). These are groups of students and staff that meet on a regular basis to discuss feedback from students on a particular programme or group of programmes. SSP Groups work to identify good practice (what is working well), explore issues and concerns raised by students, and bring about workable solutions. They provide an opportunity for students to work collaboratively with staff to consider the student learning experience and to drive meaningful change within and, where appropriate, beyond the subject area.

The University works in partnership with Reading University Students’ Union (RUSU), who coordinate the student representation framework and provide support and training to student representatives. Course Reps are elected students who represent you and your views about your university experience. They are members of SSP Groups and may also be members of the programme’s Board of Studies and Student Experience. Senior Reps work together to lead a team of Course Reps within each school. They gather and relay student feedback at a school level.

[Student Representation policy](#)

**Module and programme evaluation**

The University actively encourages students to provide feedback on their degree programme and their experiences at Reading, through formal evaluation processes such as module and programme review.

[Policy on Student Evaluation of Teaching & Learning](#)

**Have your say: student surveys**

We are committed to working in partnership with you to ensure you have everything you need to succeed during your time studying at Reading. That’s why we take student surveys, such as the National Student Survey (NSS) and the Postgraduate Taught Experience Survey (PTES), so seriously. Your feedback helps us to better understand what’s working well and where we need to improve. Our Vice-Chancellor, Professor Robert Van de Noort, and Heads of School read your comments to directly inform where we invest our resources to benefit future students.

All undergraduate final year students will be invited to complete the NSS between January and April, with alternative surveys shared with undergraduate non-finalists and postgraduate taught students. Thank you in advance for taking the time to share your thoughts.

For further information please visit [Essentials](#).
I – Making the most of my time at Reading

We hope that you do more than simply study while you are here. It is important for your development and your wellbeing that you get involved in a wider range of things.

Placements

If you’re planning to undertake a Professional Placement Year, or a shorter credit-bearing placement, our Placement Co-ordinators are here to help you every step of the way.

Languages

The University offers language learning to everyone within the University community. A module can be taken for personal development and in some cases it may be taken as part of your degree as a credit bearing module. There is a range of languages on offer, and they’re taught at five different levels, from absolute beginner onwards.

Learning a language

Beyond my studies

Reading University Students’ Union (RUSU)

RUSU is led by five Full-time Officers who are elected to their roles by the student body. The Full-time Officers run for election while studying, then take a sabbatical year from study or start after their graduation. The Student Officers listen to the views of the thousands of students on campus; they represent the student voice on campus, locally and nationally. They’re accountable to all students.

Student Officers

Your elected full-time Student Officers are:

Diversity Officer – Soundarya Dundi, Welfare Officer – Grace Loweth, President – Ben Knowles, Education Officer – Bethany Nugus, Activities Officer – Amy Sheffield. Visit the RUSU Officers webpage to find out more about your Officers and how to contact them.

As well as Full-time Officers, there is an elected team of 11 Part-time Officers. The Part-time Officers represent and liberate the rights of under-represented and minority groups.

The Part-time Student Officer positions are: International Students’ Officer, Mature Students’ Officer, LGBQ+ (Lesbian, Gay, Bisexual, Queer and Questioning) Students’ Officer, Minority Ethnic Students’ Officer, Black Students’ Officer, Trans Students’ Officer, Women’s Officer, Disabled Students’ Officer, Postgraduate Taught Students’ Officer, Environment & Ethics Officer, Postgraduate Research Students’ Officer.

There are a variety of representative roles to put yourself forward for whilst at University. There is something for everyone - if you want to learn more about the different roles, or get involved, go to the RUSU Elections webpage.
Societies, Sport and Dance Clubs

RUSU offers students the opportunity to become a member of different societies; with over 90 groups on offer there are plenty to choose from. If there isn’t one for you, you can set one up! Joining a society can be a great way to develop your interests and hobbies. You can find out about RUSU societies by going to the RUSU Activities webpage.

RUSU also supports the running of student sport and dance clubs on campus. Many of our sports clubs compete on a national level in the BUCS League, but most clubs offer opportunities for those from all levels of experience. There are over 50 different sport and dance clubs to choose from. Many RUSU sports clubs even take part in Varsity, a competitive sporting event which runs every year against Oxford Brookes.

Go to RUSU Sport for a full list of teams and groups and find out how to get involved.

Volunteering

Volunteering is a fantastic way to not only give back to the community, but develop your skills, meet new people and improve your career prospects! You can find out more about the huge range of volunteering opportunities by visiting the RUSU Volunteering webpage.

For more information...Visit the RUSU website or contact student.activities@rusu.co.uk.

Careers support

The central Careers Team support all students with careers and employability issues. This includes undergraduates, postgraduates and postgraduate researchers.

Careers and employability teaching

Each School has a designated Careers Consultant that can support you who contributes to careers and employability curriculum design and teaching or co-curricular teaching in your school.

Careers workshops and events

Central Careers offers hundreds of workshops, fairs and events over the year, designed to boost your careers and employability skills and knowledge. You can browse and book via My Jobs Online.

Careers appointments

For advice and support on careers and employability issues book a student focused, objective and confidential careers appointment with a Careers Consultant via My Jobs Online.

Finding part-time work

Working part-time or during vacations can provide you with extra money and valuable experience. Careers supports your job search, application process and provides an online jobs board My Jobs Online and the Campus Jobs service.

Finding Graduate jobs

For Finalists, life after university can feel daunting. Career Smart, our online course in the summer before graduation, gets you graduate application ready. Tailored workshops and digital tools help you secure a job and before you leave, we call and check on your progress.

Careers schemes

There are various schemes designed to develop your career learning and employability whatever your career interests. Our work experience framework helps you explore the opportunities on offer.
RED Award
The Reading Experience and Development (RED) Award is the official University employability award. Through undertaking 40 hours of extra-curricular activity you could gain this award, which will help you to stand out from the crowd when making applications. It is open to all students and is flexible to complete!

Career mentoring
THRIVE is a career mentoring scheme in the penultimate-study-year of your undergraduate degree. It provides 4 – 8 months of collaboration with a successful professional which creates an environment to test your aspirations and discuss ideas about graduate life.

RIS
The Reading Internship Scheme provides paid, professional work experience and the chance to develop your transferable skills. Exclusive to University of Reading students this is a 4-8 week internship with an employer. Find opportunities on MyJobsOnline.

UROP
UROP is a research internship scheme specifically for penultimate-year undergraduates at Reading. It offers the opportunity to undertake a paid summer internship with an academic at the University, giving you the chance to develop your skills and support world-leading research.

Partnerships in Learning & Teaching Projects Funding Scheme (PLanT)
PLanT projects involve staff and students working as partners to identify problems, find solutions, and enhance teaching and learning at the University. Projects can demonstrate a clear impact on the student experience.

STaR Mentors
STaR Mentors are current students that have been trained to help new students with their start at Reading. Mentors contact new students by email before they start and in person during the first term.

Peer Assisted Learning (PAL)
Peer Assisted Learning - PAL - is an academic study scheme offered in modules that are known to be difficult and where students struggle to gain good results or understanding of tough concepts.

Volunteering
Volunteering is an excellent way to help you make the most of your University experience. Whether you have a few hours to spare in the week or only have time to give at the weekends, there will always be a wide range of volunteering opportunities available.
Students in Schools

The Students in Schools scheme places student volunteers in local schools, to help school children flourish and university students develop their personal and employability skills.

Students in Schools
J – And finally…

Graduation

Graduations normally take place in July and December. Invitations to those expected to attend will be sent in early April for the July ceremonies and mid-October for the December ceremonies. All the information you will need for your graduation, including dates, and beyond can be found on Essentials.

Your Graduation and beyond

The graduation ceremony is an important event for the student and for the university. Some students look upon this as a lot of time wasted for three seconds on the stage and a handshake. If that were all there was to it, then it would indeed be an extravagant occasion for little purpose. But there is much more to this than a three-second handshake. There is a danger that the casual observer may devalue the sense of occasion and the importance of ceremony. We will organize a reception involving the other students and the academic staff of the School. There will be a prize-giving in that reception and a few speeches. The actual ceremony is, like any ceremony, a poignant punctuation mark in one’s life. A nexus of events that happens only once and marks and end and a beginning, like most ceremonies. There is more to your graduation than the handshake. We want to make a fuss of you because of your success in your studies. By completing an MSc, you have become a little more exceptional and we want to acknowledge your exceptional qualities. We can do that without you if it is too expensive and time-consuming for you to be there in person, of course, but it is something of an empty gesture without you. But, if you are the winner of a prize connected with your achievement, and if you are travelling or working already and cannot get here for the graduation ceremony, please let us have an address where we can send you anything that we may need to send to you. Maintain your contact details in RISIS, so that the university can send you certificates and anything else that you might have earned.

Prizes

Each year, the teaching staff look at the performance of students from both the summer and the Christmas graduation ceremonies to determine which students have achieved the best results in various categories of performance, such as overall marks and dissertation marks, for example. The top performers are awarded a prize, involving a certificate and (usually) some money. The prizes are awarded at the Christmas graduation ceremony.

Before you leave

Before you leave the University, make sure you:

- return anything you have borrowed from the University e.g. any Library or Department resources;
- pay any outstanding debts;
- collect any hard-copy assessments that are waiting for you in your Support Centre;
- retrieve any files that you want to retain that are stored on University IT systems. Further information can be found on the Blackboard Help pages;
- spend any money on your Campus Card (this will be available to use for one year after you cease to be a current student);
- retrieve any personal items stored at University. For example, if you have a locker, clear it and return the key;
• if you are resident in University accommodation, make sure you follow the instructions for leaving.

Careers support after graduation

Our graduates receive our support for two years after course completion. We provide support in a range of areas from exploring career ideas to navigating recruitment processes. You can benefit from individual advice, guidance and support whatever stage of your career journey you are at.

Alumni: staying in touch

Your time here as a student is coming to an end, but this isn’t goodbye, it’s actually hello! That’s because you’re now part of a strong, supportive and successful alumni network.

Alumni & Supporters

... or is it?

Continuing your studies at Reading

If you are considering staying at Reading to undertake a Master’s or Doctorate degree, you can view information on the Postgraduate taught courses offered by the University of Reading on our website.

To learn more about PhD opportunities visit the Graduate School website.

If you haven’t found what you are looking for please refer to the following websites or visit your Support Centre:

Essentials website
Assessment Handbook
CQSD Teaching & Learning policy pages
Support Centre webpages
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