



UNIVERSITY COLLEGE  
OF ESTATE MANAGEMENT

# **MBA Construction and Real Estate**

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## Programme Specification 2022- 2023

Version: 23.00

Status: Final

Date: 06/05/2022

# Summary Programme Details

## Final Award

**Award:** MBA

**Title of (final) Programme:** Construction and Real Estate

**Credit points:** 180

**Level of award (QAA FHEQ):** 7

## Intermediate award(s)

**Intermediate award 1:** Postgraduate Diploma Construction and Real Estate

**Credit points:** 120

**Level of award (QAA FHEQ):** 7

**Intermediate award 2:** Postgraduate Certificate Building and Property Studies

**Credit points:** 60

**Level of award (QAA FHEQ):** 7

## Validation

**Validating institution:** University College of Estate Management (UCEM)

**Date of last validation:** February 2020

**Date of next periodic review:** February 2025

**Date of commencement of first delivery:** September 2014

**Duration:** 2 years

**Maximum period of registration:** In accordance with the [Academic and Programme Regulations \(opens new window\)](#).

**UCAS Code/ HECoS Code:** N/A/ 100810 (50%) and 100150 (50%)

**Programming Code:** PMBC

**Other coding as required:** CRS

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## Professional accreditation / recognition

Accrediting/recognising body: **Royal Institution of Chartered Surveyors (RICS)**

Details of the accreditation/recognition: MBA accredited

Date of last programme accreditation/recognition: November 2015

Date of next periodic review: 2022

Accrediting/recognising body: **Chartered Institute of Building (CIOB)**

Details of the accreditation/recognition: MBA accredited

Date of last programme accreditation/recognition: December 2020

Date of next periodic review: 2025

Accrediting/recognising body: **Chartered Association of Building Engineers (CABE)**

Details of the accreditation/recognition: MBA accredited if the electives CON7CMC Management of Construction and QSP7SPT Procurement and Tendering are completed.

Date of last programme accreditation/recognition: June 2020

Date of next periodic review: 2025

Accrediting/recognising body: **Chartered Management Institute (CMI)**

Details of the accreditation/recognition: MBA accredited

Date of last programme accreditation/recognition: Annual audit conducted in March 2022

Date of next periodic review: At the next annual audit (due Spring 2023)

## QAA benchmark statement

[UK Quality Code for Higher Education \(opens new window\)](#)

[The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(opens new window\)](#)

[Quality Assurance Agency \(QAA\) Characteristics Statement: Master's Degree September 2015 \(opens new window\)](#)

# Programme Overview

## Rationale

UCEM's MBA Construction and Real Estate programme, accredited by RICS, CIOB, CMI and CABE, is a leading specialist MBA delivered by supported online learning that focuses on business and management principles within the international construction and real estate sectors.

The programme attracts real estate and construction professionals from all continents, offering virtual networking and exchanges of experiences in different international contexts. Students engage with subject experts in modules covering key subjects that blend technical knowledge in property and construction subjects with core management disciplines such as finance, organisational leadership, strategic management of change and marketing.

The programme is suitable for ambitious and experienced construction and real estate professionals in the public and private sectors. This stimulating, challenging and specialist MBA programme is suitable for current middle managers and aspiring senior managers who want to improve their leadership skills through strategic management, and reach more senior positions. The flexible and life-changing programme increases the career options of its graduates, particularly in international markets.

## Entry Requirements

Entrants to this programme normally are required to have attained one of the following:

- a Bachelor's Degree with honours at lower second standard (2.2) and be employed in a relevant role;
- Or
- a Bachelor's Degree, or equivalent, plus 3 years' experience in a relevant field;
- Or
- a Level 5 qualification as defined by Framework for Higher Education Qualifications for England, Wales and Northern Ireland (FHEQ) plus 5 years' relevant experience, two of which should be at appropriate senior management level;
- Or
- a professional qualification plus 5 years' relevant experience, two of which should be at appropriate senior management level.

If an applicant does not meet the standard entry requirements UCEM will consider the application on an individual basis. In these cases, the application will be assessed by the Programme Leader, who will give careful consideration to any professional and life experiences as well as any academic or vocational qualifications the applicant may hold. The applicant may be asked to provide a detailed personal statement and/or a reference or letter of support from an employer or mentor to support the application.

Applications are assessed in accordance with the UCEM [Code of Practice: Admissions and Recognition of Prior Learning \(opens new window\)](#).

## English language requirements

All UCEM programmes are taught and assessed in English. The applicant will therefore be required to demonstrate adequate proficiency in the language before being admitted to a course\*:

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- GCSE Grade 4 (or C) or above in English Language or English Literature, or an equivalent qualification. For further information on equivalent qualifications please contact: [admissions@ucem.ac.uk](mailto:admissions@ucem.ac.uk).
- Grade 6.0 or above, with at least 6.0 in the reading and writing modules, in the International English Language Testing System (IELTS) academic test administered by the British Council.
- 88 or above in the Internet option, 230 or above in the computer-based option or 570 or above in the paper-based option, of the Teaching of English as a Foreign Language (TOEFL) test.
- Grade 4 (or C) or above in English (Language or Literature) at A/S Level.
- • HKDSE (Hong Kong Diploma of Secondary Education) Grade 3, or HKALE (Hong Kong Advanced Level Examination – Advanced Level & Advanced Supplementary Level) Grade E, or HKCEE (Hong Kong Certificate of Education Examination) Grade 3-5\* or Grade A-D (Syllabus B only).

\* Applicants with a Bachelor's Degree that has been taught and examined in the English medium can be considered for entry in the absence of the qualifications detailed above.

### **Recognition of prior learning (RPL) or recognition of prior experiential learning (RPEL) routes into the programme**

UCEM policy and procedures for Recognition of Prior Experiential Learning (RPEL) and Recognition of Prior Learning (RPL) are set out in the UCEM Code of Practice: Admissions and Recognition of Prior Learning. This policy statement takes precedence in any such decision.

RPEL may be used to support an application for entry onto the programme in accordance with the entry requirements stated in the section above. UCEM also recognises credit awarded by higher education degree awarding bodies in accordance with the relevant higher education qualifications framework and allows that credit to count towards module exemption from the programme.

Normally at least one-third of any award must be accumulated as a result of learning assessed by UCEM, subject to any overriding Professional, Statutory and Regulatory Body requirements. For programmes leading to MSc or MBA awards:

- at least 100 credits (including the final project module) must be accumulated as a result of learning assessed by UCEM, and
- the final project module must be based on work completed while a student at UCEM and not before.

UCEM does not allow exemption where the module(s) concerned contribute(s) to the undergraduate or postgraduate award classification, except for programmes leading to MSc or MBA awards or in the case of an existing UCEM student transferring to an alternative UCEM programme or a previous UCEM student who achieved credit but no award.

### **Programme Progression**

For details of progression arrangements, please view the [Academic and Programme Regulations \(opens new window\)](#).

Successful completion of the MBA may enable the student to apply to the relevant professional body for membership, or to apply for a PhD/MPhil, or to conduct further research.

## Award Regulations

For details of award arrangements, please view the [Academic and Programme Regulations \(opens new window\)](#).

## Career Prospects

This programme equips students with the essential leadership and management knowledge, along with postgraduate skills and expertise to enable them to develop their careers within business management, focusing on the real estate and construction sectors.

The programme provides an academic qualification that prepares students to progress onto membership of the CIOB, CMI, RICS and CABE.

Students successfully completing the MBA will also achieve a CMI level 7 qualification (subject to an associated CMI audit of their assessments). The CMI qualification will provide students with the opportunity to achieve, independently of UCEM, membership of the leading professional body for managers.

## Programme Aims

### Programme aims

The MBA Construction and Real Estate is designed to educate individuals as managers and leaders. It develops their ability to reflect on their business experience and solve complex business issues within the context of the construction and real estate sectors.

The programme is designed to provide aspiring and current built environment professionals with an opportunity to further develop leadership and management skills.

### Market and internationalisation

This programme is aimed at a UK and broad international audience, attracting over 40% of the cohort from outside the UK, including Hong Kong, Qatar, Europe, the Caribbean, Australasia, the Middle East and from 16 countries in Africa. This is a typical student cohort profile, and it demonstrates the need for UCEM to deliver programmes that are not only relevant to the UK population, but also to students worldwide, in a range of diverse industry sectors. For example, architecture, procurement, finance and investment, surveying, etc.

To cater for this diversity, UCEM provides study materials that aim to utilise international case studies to further understanding and, where possible, these are considered along with international codes and conventions, encouraging students to use and apply protocols and guidelines from their home countries in assessments. However, the MBA also has as its basis UK law and regulatory controls.

## Learning Outcomes

Having successfully completed the programme, the student will have met the following learning outcomes.

## A – Knowledge and understanding

Learning Outcomes	Relevant modules
A7.1 Critically appreciate the international business context within which construction and real estate projects are located whilst operating effectively across teams and demonstrating leadership.	CON7CMC INV7REV MAN7AIM MAN7MFI MAN7MLP MAN7SMC PTY7PRT
A7.2 Critical awareness of current issues in business and management which is informed by research and practice in the built environment.	CON7CMC MAN7AIM MAN7MFI MAN7MLP MAN7SMC PRJ7PRA/PRJ7PRS PTY7PRM VAL7VAE
A7.3 Evaluate and select, through an understanding of, appropriate techniques sufficient to allow detailed investigation into relevant business and management issues taking into account interaction with other areas of the organisation.	CON7CMC MAN7AIM MAN7MFI MAN7MLP MAN7SMC
A7.4 Synthesise knowledge of strategic change, financial decision-making, management, leadership and marketing in the context of the construction and real estate sectors.	MAN7AIM MAN7MFI MAN7MLP MAN7SMC

## B – Intellectual skills

Learning Outcomes	Relevant modules
B7.1 Critically evaluate the rigour and validity of established research, enquiry and scholarship, to identify, develop and interpret new approaches to management.	MAN7AIM MAN7MFI MAN7MLP MAN7SMC PLN7PLD PRJ7PRA /PRJ7PRS
B7.2 Acquire, synthesise and analyse a range of data and information to solve complex issues involving sound judgement, creative application of management principles and communicating effectively to a range of audiences.	CON7CMC INV7REV MAN7AIM MAN7MFI

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Learning Outcomes	Relevant modules
	MAN7MLP MAN7SMC PRJ7PRA/ PRJ7PRS PTY7PRM QSP7SPT

### C – Subject practical skills

Learning Outcomes	Relevant modules
C7.1 Demonstrate an international perspective including a critical evaluation of the impact of globalisation on businesses, societies and the environment and the ethical implications.	CON7CMC MAN7AIM MAN7MFI MAN7MLP MAN7SMC INV7REV
C7.2 Critically evaluate the need for change and the proactive management of change by application of insight, subject-specific knowledge, reflection, and wider intellectual skills.	MAN7AIM MAN7MFI MAN7MLP MAN7SMC PTY7PRM
C7.3 Conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies, and for such to inform the overall learning process.	MAN7AIM MAN7MFI MAN7MLP MAN7SMC PRJ7PRA/ PRJ7PRS

### D – Key / Transferable skills

Learning Outcomes	Relevant modules
D7.1 Demonstrate professional communication appropriate for relevant stakeholders.	All modules
D7.2 Evaluate and apply subject-specific knowledge and integrate theory and practice to make informed decisions to deal with complex problems.	All modules
D7.3 Demonstrate proactivity and originality in problem-solving, and the ability to act autonomously in planning and implementing tasks at a professional level.	All modules
D7.4 Demonstrate independent, self-directed learning, as required for continuing professional development.	All modules



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Learning Outcomes	Relevant modules
D7.5 Critically evaluate data and develop solutions that reflect a holistic approach to sustainability and the opportunities and constraints this presents.	INV7REV MAN7AIM MAN7MFI MAN7MLP MAN7SMC PLN7PRM PTY7PRT VAL7VAE

## Programme Structure

### Module List

Code	Module	Level	Credits	Core/ Elective
MAN7MLP	Leading and Managing People	7	20	Core
MAN7SMC	Strategic Management of Change	7	20	Core
MAN7AIM	Principles of Marketing	7	20	Core
MAN7MFI	Management of Finance and Science	7	20	Core
PLN7PLD	Planning and Development	7	20	Core
PTY7PRT	Property Transactions	7	20	Elective
CON7CMC	Management of Construction**	7	20	Elective
QSP7SPT	Procurement and Tendering**	7	20	Elective
INV7REV	Investment Appraisal and Portfolio Management*	7	20	Elective
PTY7PRM	Property Management	7	20	Elective
VAL7VAE	Valuation and Ethics	7	20	Elective
PRJ7PRA/ PRJ7PRS	Postgraduate Project	7	40	Core

### Notes

Credits are part of the Credit Accumulation and Transfer System (CATS). Two UK credits are equivalent to one European Credit Transfer System (ECTS) credit.

The Postgraduate Project module is a full year module. (For students that started on the programme before 2019/20, a 22-week version will be run where required.)

\* It is strongly advised that a student attempting INV7REV Investment Appraisal and Portfolio Management should already have a firm understanding of the concepts, such as the time value of money, which underpin the traditional and modern methods of commercial property valuation. Students should also have experience in the use of Microsoft Excel.

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\*\* If students wish for their MBA to be accredited by CABE they should choose both CON7CMC Management of Construction and QSP7SPT Procurement and Tendering. The MBA is not accredited by CABE if both of these modules are not completed.

## Delivery Structure

### Autumn (UK) Entry

#### Year 1, Semester 1

Module Code	Module Name	Credits
MAN7MLP	Leading and Managing People	20
MAN7SMC	Strategic Management of Change	20

#### Year 1, Semester 2

Module Code	Module Name	Credits
MAN7AIM	Principles of Marketing	20
MAN7MFI	Management of Finance and Science	20

#### Year 2, Semester 1

Module Code	Module Name	Credits
PLN7PLD	Planning and Development	20
INV7REV CON7CMC PTY7PRM VAL7VAE	Investment Appraisal and Portfolio Management <i>or</i> Management of Construction <i>or</i> Property Management <i>or</i> Valuations and Ethics	20
PRJ7PRA/PRJ7PRS	Postgraduate Project	40

#### Year 2, Semester 2

Module Code	Module Name	Credits
PTY7PRT QSP7SPT	Property Transactions <i>or</i> Procurement and Tendering	20
PRJ7PRA/PRJ7PRS	Postgraduate Project	40

### Spring (UK) Entry

#### Year 1, Semester 1

Module Code	Module Name	Credits
MAN7AIM	Principles of Marketing	20

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Module Code	Module Name	Credits
MAN7MFI	Management of Finance and Science	20

### Year 1, Semester 2

Module Code	Module Name	Credits
MAN7MLP	Leading and Managing People	20
MAN7SMC	Strategic Management of Change	20

### Year 2, Semester 1

Module Code	Module Name	Credits
PTY7PRT	Property Transactions <i>or</i>	20
QSP7SPT	Procurement and Tendering	
PLN7PLD	Planning and Development	20
PRJ7PRA/PRJ7PRS	Postgraduate Project	40

### Year 2, Semester 2

Module Code	Module Name	Credits
INV7REV	Investment Appraisal and Portfolio Management	20
CON7CMC	<i>or</i>	
PTY7PRM	Management of Construction <i>or</i>	
VAL7VAE	Property Management <i>or</i>	
	Valuations and Ethics	
PRJ7PRA/PRJ7PRS	Postgraduate Project	40

## Module Summaries

### Core Modules

#### **MAN7MLP Leading and Managing People**

This module seeks to develop understanding and insight into what a manager is, and what they do; and to distinguish leadership from management. It requires students to interrogate issues and contexts relating to managing people, and how to get the best out of people, in an environment of constant change.

#### **MAN7SMC Strategic Management of Change**

The rationale for this module is to provide an integrated approach to corporate strategy and the management of change in a complex and uncertain international business environment in construction and real estate. Initially, consideration is given for frameworks to manage the long-term strategic direction of organisations within a construction and real estate setting. The remaining focus is then on enhancing students' understanding of, and response to, organisational change through leadership and associated factors. The determination of appropriate policies and strategies are explored within different cultural contexts to meet stakeholder interests.

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## **MAN7AIM Principles of Marketing**

This module considers the application of marketing within construction and real estate contexts. It highlights challenges posed by diverse business environments together with implications on marketing professional practice. In this module appropriate professional marketing strategies are appraised within a diverse, complex and changing construction and real estate environment. Negotiating practical and ethical considerations are explored and analysed within different cultures.

## **MAN7MFI Management of Finance and Science**

This module is concerned with understanding how quantitative concepts, methods and skills can help managers in their planning and decision-making process. It enables students to model solutions to financial and business planning problems and thereby understand how more effective decisions can be made that achieve corporate objectives. In part one of the module, the role and content of financial processes, internal and external, are introduced to enable better understanding of this key aspect in decision-making. In part two, the module concentrates on the role that statistical concepts can aid decision makers and stakeholders within a construction and real estate setting.

## **PLN7PLD Planning and Development**

This module provides an introduction to planning law and the planning process relevant to property development. The property development process, site selection and financial appraisal of development sites and their funding are considered. The module blends the basic knowledge of planning law with the real estate implementation of a development project.

## **PRJ7PRA/PRJ7PRS Postgraduate Project**

This module requires students to develop their research skills within the context of the built environment and is a key part of their wider professional development. It provides them with an opportunity to conduct a self-directed research project that reflects the culmination of their studies in the relevant programme. The topics selected are expected to reflect the current and critical issues that concern the built environment. For many students the development of case study research, often emanating within their own workplace or arising from their professional activity, will be an appropriate approach to demonstrate research and expertise in a specific area.

## **Elective Modules**

### **PTY7PRT Property Transactions**

This module introduces students to the practice of estate agency, focusing on the commercial property market in the UK. It deals with the relationship between a client and agent during the contract for property agency and looks at the logic of location theory for commercial uses for leasing and sale. Students are introduced to the analysis of company accounts (profit and loss statements, cash flow statements and balance sheets) in order to establish the covenant strength of a prospective tenant in the letting process. The module also seeks to explain, firstly, how the sale (price and/or rent) is determined, and, secondly, to introduce students to the dynamics of various property markets as key functions of business planning. In selected module topics international students draw comparison between arrangements in the UK and their own jurisdictions.

### **QSP7SPT Procurement and Tendering**

This module examines the principles and applications of project procurement. It also develops understanding of the effects of risk allocation on procurement choice and the impact this has on subsequent phases of the project cycle.

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## **INV7REV Investment Appraisal and Portfolio Management**

This module focuses on key principles underpinning commercial property investment in international markets. Detailed 'Discounted Cashflow' appraisal models using Microsoft Excel are applied to 'real world' scenarios to determine the viability (NPV/IRR) of both multi-tenanted commercial property investments and mixed portfolios. In the context of business planning, the module also focuses on key considerations of commercial property portfolio management, including the styles of portfolio management (i.e., core, core plus, value-added, opportunistic) and portfolio restructuring techniques used to protect and improve the risk/return profile of the property portfolio. Sustainability is key theme at property and portfolio levels in this module.

## **CON7CMC Management of Construction**

This module develops both the personnel and organisational issues of construction management, with a focus on the managers of construction projects. Comprehensive understanding and practice of skills in managing, planning and controlling the safe production of a construction project are investigated.

## **PTY7PRM Property Management**

The module develops the principles of law and practice appropriate to the effective and efficient management of commercial property both in the UK and globally. The focus is principally on the landlord and tenant relationship within legal and regulatory frameworks, but also encompasses property held for owner occupation. In business planning terms, this module also examines key issues, such as the strategic use of property, property performance evaluation, positive tenant management and life cycle planning, and evaluates how these issues inform the development of strategic advice. Accounting principles are addressed in the context of service charge management.

## **VAL7VAE Valuation and Ethics**

The module explores the traditional and modern methods of valuation. A central theme to this module is the RICS' 5 Global Professional and Ethical standards of (1) always acting with integrity, (2) providing a high standard of service, (3) acting in a way that promotes trust in the profession, (4) treating others with respect and (5) taking responsibility. The module encourages students to consider the practical application of these standards in their area of practice, so that they can demonstrate their commitment to the RICS Rules of Conduct, ethics and RICS professional and ethical standards.

# Learning, Teaching and Assessment

## Learning & Teaching

### Knowledge and understanding

The teaching, learning and assessment strategy for the programme is guided by the UCEM-wide Learning, Teaching and Assessment Strategy (LTAS 2020-2025). This ensures all programmes promote a logical learning journey for students. The approach adopted is student centred learning design that supports the educational needs of our diverse student community. Learning has been designed with flexibility in mind to support students to adopt their own learning experience best suited to their needs.

Students are taught through online learning resources available to them, including customised text material, study papers, learning activities and interactive media. These are complemented by a variety of Tutor-facilitated sessions and interactions, using a range of media for enhancement of the learning experience.

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Module delivery follows a standard format, incorporating a range of subject appropriate resources suitable for the online learner. This may include, but is not limited to, audio-visual presentations, interactive case studies and online journals.

Students are encouraged to research beyond the material provided and undertake self-directed learning throughout their programme. In the Postgraduate Project module, self-directed learning and problem solving further enhances knowledge and understanding, focusing on students' own chosen research topic.

## **Intellectual skills**

Learning and teaching methods are applied to enable the development of cognitive skills. These skills are aligned to those used by Construction and Real Estate professionals, but also meet the needs of working in other industries. These skills are developed through interaction with multi-media learning resources, self-directed learning and via participation in student-centred learning activities. The approach to assessment is tutor-guided and, formative feedback on these skills is given appropriate emphasis.

Students are encouraged to develop and apply their knowledge and understanding through a range of online activities and exercises. These require students to apply research and analysis to industry issues.

## **Subject practical skills**

Students are encouraged to share knowledge and ideas in relation to simulated commercial and contractual situations. A range of online activities require students to analyse given information and make reasoned decisions.

## **Key/Transferable skills**

The Induction Module sets out the importance of transferable skills. These skills are developed through the programme, utilising study and assessment. This can be via virtual learning environment (VLE) discussion, tuition discussion, problem-solving exercises – which are conducted individually or in groups – and coursework, which provides the ideal combination to internalise these aspects through different learning methods. The Study Skills area of the VLE is a further resource for support in developing these skills.

The learning activities in this programme require students to undertake research, evaluate their findings and develop solutions. The teaching of module topics requires students' engagement with a range of online activities that develop research and evaluation skills and cultivate a systematic approach to problem solving. Engagement with the UCEM learning community develops communication and collaboration skills. Additional support for transferrable skills is delivered via the joint programme webinars delivered to the student throughout the year. Students also have the opportunity to develop transferrable skills through formative and summative opportunities within the modules.

## **Assessment**

The assessment strategy for the programme is guided by the UCEM-wide Learning, Teaching and Assessment Strategy (LTAS 2020-2025). The aim of UCEM's assessments is to allow students an opportunity to demonstrate what they have learned using a range of formats and which encourage critical self-reflection linked to personal development. To support this, assessments are clearly related to module learning outcomes and the activities within the module support students in achieving these.

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UCEM's practice is to require assessments to be vocationally and professionally relevant. Assessments are built that have direct application to industry standards, and that enable students to learn through real world scenarios and working practice. This involves the generation of tasks based on problems, scenarios or case studies from recent real-world situations that reflect and/or replicate the vocational requirements of the industry and the international nature of the subject matter. All elements of assessments are discipline-specific for each programme as well as supporting the acquisition and promotion of transferable skills, including research skills development.

Formative assessment and feedback opportunities are provided throughout the programme in a variety of formats to motivate, guide and develop students through their learning. Students are required to complete various pieces of coursework in the modules which are assessed within set time frames. Detailed feedback is provided on tutor-assessed work, which explains how the mark was derived, what was done well and what could be improved for future assessments. Objective testing is also utilised in formative (including self-assessment) and summative assessment. Individual projects in the final stage are assessed in accordance with their own guidelines and marking schemes.

All assessment contributing to award is subject to moderation policies. Moderation at UCEM is designed to reflect the quality of the student submission and the benchmark standards for the various levels of undergraduate study. Moderation of marking accords with QAA recommended best practice to ensure that marking criteria have been fairly, accurately, and consistently applied during first marking.

## Assessment Diet

The types of assessments used on this programme will include coursework (such as essays, reports, portfolios, reflections, problem or short questions or video presentations), computer-based assessments, and computer marked assessments (CMAs). The exact combinations of assessment will vary from module to module.

In general, there will be 2 assessments per module. The first assessment is usually either coursework or a CMA. The second assessment is usually coursework. Some modules may have up to a maximum of 4 assessments (except for PRJ7PRA/S Postgraduate Project which has 2 assessments: a research proposal and the final project submission).

# Study Support

## Induction module

All students are expected to complete the non-credit bearing Induction Module before the programme commences.

The purpose of the Induction Module is to:

- begin to prepare the student for studying with UCEM;
- enable UCEM to identify further ways in which the Institution may be able to facilitate and support the student as they progress through their learning journey.

There are a variety of resources which will help the student to get started. These include tutorials regarding how to use the VLE (Virtual Learning Environment), the UCEM e-Library and information regarding how to join a webinar. All of this information is key to having a successful start to supported online learning with UCEM.

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There is a 'Writing in Your Own Words' e-learning resource and associated quiz. This resource aims to provide the student with relevant examples of referencing, and a clear understanding of what plagiarism is and how to avoid it. Additionally, the 'Readiness for Learning' questionnaire prompts the student to consider the practicalities surrounding their studies. This element of the Induction Module is designed to provide feedback to the Institution in order to identify further ways in which UCEM may be able to facilitate and support the student as they progress. Further information relating to study skills support is also included.

## Student learning support

The programme is taught via UCEM's Virtual Learning Environment (VLE), and academic facilitation and support is provided online giving students access to UCEM Tutors and other students worldwide.

The Learning and Teaching team will guide and support students' learning. Furthermore, all students who do not engage with initial assessment or the VLE will receive additional support from the Programme Team. Other UCEM administrative teams provide support for assessments and technical issues including ICT. UCEM's 'Student Central' portal provides the main point of contact for students for these teams throughout the duration of their programme.

Each student, wherever their location, will have access to a wealth of library and online materials to support their studies. International students are able to use their local context when writing their assessments.

The Learning and Teaching Enhancement Team works with departments to promote student retention, achievement and success. This work is achieved through a multi-faceted approach, which consists of:

- supporting learning on modules by responding to non-subject specific queries and assisting with synchronous learning delivery and making proactive contact with non-engaged students;
- identifying students who are at risk of interrupting their studies and/or withdrawing at specific points in the academic calendar;
- working with the Learning and Teaching staff to identify ways in which student success can be further facilitated;
- supporting both students and academic staff through timely interventions which may include creating support materials and providing academic study skills support through academic skills surgeries.

Relevant research is also carried out to inform proactive interventions, and to develop policy and practice.

Disability, neurodiversity, and wellbeing related support is provided via a dedicated Disability and Welfare team at UCEM.

## English language support

For those students whose first language is not English, or those students who wish to develop their English language skills, additional support is provided through online resources on the VLE in the resource 'Developing Academic Writing'. The resource includes topics such as sentence structure, writing essays and guidance for writing at Master's level aimed at developing students' study skills.



## **Personal and professional development**

Students are undertaking vocational programmes that are intrinsically linked to the accrediting professional bodies. Students are encouraged and supported to understand the need for the recognition of these bodies and guided as to how to meet the professional membership requirements.

More generally, UCEM has a dedicated careers advisor to ensure students have appropriate access to careers education, information, advice and guidance.

## **Programme specific support**

Each programme has a Programme Leader, as well as Module Leaders, Module Tutors and Academic Support Tutors to support the students throughout their time with the programme.

The UCEM staff are accessible during normal UK working hours, during which they also monitor the 24/7 forums asynchronously and provide encouragement, assistance and necessary tutor and student feedback services.

Access to the UCEM e-Library is on a 24/7 basis and UCEM has a full-time e-Librarian during normal UK working hours.