

Course record information

Name and level of final award	<ul style="list-style-type: none"> Master of Science - Construction Project Management <p>The award is Bologna FQ-EHEA second cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none"> Postgraduate Diploma (Pg Dip) - Construction Project Management Postgraduate Certificate (Pg Cert) - Construction Project Management
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	Subject Benchmark Statement - Land, Construction, Real Estate and Surveying
Professional statutory or regulatory body	<p>Royal Institution of Chartered Surveyors (RICS)</p> <p>Seeking Re-accreditation 2025 Chartered Institute of Building (CIOB)</p>
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> MSc Construction Project Management FT, Full-time, September or January start - 1 year standard length
Valid for cohorts	From 2026/7

Admissions requirements

There are standard minimum entry requirements for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>.

Aims of the programme

The MSc Construction Project Management has been designed for construction professionals who are already generally in construction-related employment and who aspire to senior positions in the field of project management. The course aims to provide a challenging, stimulating and professionally relevant course of study which is directly related to the management of construction projects from inception to completion. The design of the part time course recognises the significant challenges of combining postgraduate-level study with full time professional employment. The course aims to offer learners flexible access to the core content, whilst still providing the discipline and structure of regular attendance at the University. This is achieved through the use of a 'blended learning' approach.

Specifically, the programme aims to provide:

- A critical awareness of the importance of construction projects to clients and the context and constraints within which projects are undertaken.
- Knowledge and understanding of the theories, concepts, principles and techniques associated with the project management and their application to management of construction projects.
- High level intellectual and practical skills required for the successful delivery of projects from inception to completion.
- Experience in the planning and implementation of a personal research project related to construction project management and the subsequent writing up of research findings in a dissertation.
- Opportunities for personal and professional development and enhancement of lifelong learning skills within a structured framework.

Project Management is a well established discipline within the construction industry and is used on projects of all sizes and levels of complexity. The project manager utilises modern management skills, techniques, and systems to successfully deliver a project from inception to completion, to meet a client's requirements within the constraints of the external environment.

Students are encouraged to develop their critical thinking based on a comparative approach of current UK and international case studies.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. career/employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

There is a growing demand for construction project managers nationally and internationally with potential to secure roles in development, construction and building companies or government organisations and agencies, as well as commercial, management and consultancy firms.

Many of our students are already on a career path in the construction industry. Whether they are architects, interior designers, surveyors, engineers, construction managers or property developers, their common aspiration is to move to more senior management positions in the construction industry. Some wish to become Chartered Surveyors or Chartered Builders.

Our graduates go on or continue to work in the construction industry, working for client organisations, consultancies, Tier 1 and 2 contractors, property developers, and others.

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements of what successful students have achieved as a result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Cognitive Skills, are learning outcomes that help build conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 7 course learning outcomes: upon completion of Level 7 you will be able to:

- KNU1 Have a systematic understanding and critical awareness of the context within which construction projects are undertaken, with particular reference to the economic, financial, corporate and legal constraints over the project's life cycle. (KU)
- KNU10 Have an understanding about the principles and processes that deliver accessible and inclusive environments, recognising the diversity of user needs and the requirement to put people (of all ages and abilities) at the heart of the process. (KU)
- KNU11 Have an awareness of national and international standards including British Standards (BS), International Standards Organisation (ISO) and International Property Measurement Standards (IPMS). (KU)
- KNU12 Have a systematic understanding and awareness about valuation methodologies, land valuations, net present value, and evaluation of a development. (KU)
- KNU2 Have a systematic understanding and critical awareness of the strategic importance of construction projects to client organisations and the influences of both the intelligent and lay client on a successful project. (KU)
- KNU3 Have a systematic understanding and critical awareness of the theories, concepts and principles which underpin project management and their application to the management of construction projects. (KU)
- KNU4 Have a systematic understanding and critical awareness of the techniques associated with the management of project resources, project planning and scheduling the control of project finances, the management of uncertainty and the management of people. (KU)
- KNU5 Have a systematic understanding and critical awareness of the concepts of corporate governance, ethics and sustainability as appropriate to a project manager operating in the construction industry. (KU)
- KNU6 Have a systematic understanding of construction Health & Safety legislation, legal obligations of stakeholders, risk assessment, Health & Safety in planning and practice. (KU)
- KNU7 Have an awareness of the UN Sustainable Development goals and how they may apply to all aspects of construction, governance, and corporate management. (KU)
- KNU8 Have an understanding and awareness of the Royal Institute of Chartered Surveyors professional body and the important role it plays in industry and in society, the professional standards it upholds, and the benefits of membership, including student membership. (KU)
- KNU9 Have a systematic understanding and critical awareness of the recognition, avoidance, management, and resolution of disputes, involving an awareness of different dispute resolution procedures and an understanding of the application of dispute resolution procedures appropriate to the area and jurisdiction of professional practice. (KU)
- KTS1 Communicate with specialist and non-specialist audiences complex academic and professional ideas and concepts in written, graphical and oral formats as appropriate. Convey information clearly and succinctly to specialist and non-specialist audiences. (KTS)
- KTS2 Work effectively in a group and demonstrate understanding of team dynamics, either as a leader or a group member. Use interpersonal skills to negotiate and prioritise group tasks, making optimum use of the capacities of group members. Deal confidently with tensions and conflict. (KTS)
- KTS3 Independently critically analyse and make use of a wide range of information sources and learning resources, including traditional library resources, web-based resources, software, electronic media and audio-visual

resources. Manage the retrieval and organisation of information efficiently and effectively. (KTS)

- KTS4 Articulate research problems and design and implement appropriate research methodologies. Undertake the research process independently and competently. (KTS)
- KTS5 Take full responsibility for their own learning as independent and self-critical learners. Reflect on their academic and professional practice and demonstrate commitment to personal and professional development and the concept of lifelong learning. (KTS)
- KTS6 Respond in an agile manner to a dynamic digital environment. (KTS)
- SS1 Break down complex project management problems, identify the relationship between the constituent parts, and effectively communicate the outcome. (Analysis) . (SS)
- SS2 Combine information and ideas from a variety of traditional, contemporary and cutting-edge sources to develop innovative solutions to construction project management problems. (Synthesis). (SS)
- SS3 Critically evaluate evidence from both academic research and professional practice and demonstrate reasoning in the construction of arguments. (Evaluation). (SS)
- SS4 Utilise management skills, techniques, and systems to successfully deliver a project from inception to completion, whilst meeting the requirements of the client within the constraints of the external environment. (Technical expertise). (SS)
- SS5 Demonstrate initiative in the decision-making and problem-solving processes associated with complex and unpredictable situations typically encountered on construction projects. (Application). (SS)
- SS6 Demonstrate independence of thought and personal responsibility in the exercise of project management skills. (Autonomy). (SS)

How will you learn?

Learning methods

Blended mode of delivery

The mode of delivery recognises the significant challenges of combining postgraduate-level study with full time professional employment. The blended learning approach adopted aims to combine some of the benefits of a traditional taught course, with the flexibility afforded by technology-enhanced delivery. Web-based technology is fully exploited to ensure that students have flexible access to course materials and can interact with other students and with staff. The University's virtual learning environment (VLE), known as Blackboard Ultra, is the main platform through which students have access to course resources. Blackboard acts both as a repository for course materials and a gateway to various means of electronic interaction.

The core material which forms the 'knowledge base' for the modules will be available electronically. This may take the form of electronic documents stored on Blackboard, and online lectures, including video lectures and presentations with voice-overs. Web-based technology is also exploited to enable students to interact with tutors and with other students in real time. Thus, online tutorials can be facilitated by academic staff with students in remote locations.

Students have access to a vast range of electronic resources via the University's library search engine. This enables students to access e-books, e-journals and a multitude of online databases from any location. Blogs, wikis, podcasts, are also exploited to enable students to feel connected to the course without having to be physically present at the University. The web-based delivery techniques outlined above provide students with great flexibility in the way in which they interact with their course.

However, the programme is not a distance learning programme. Students will still be required to attend University regularly, but there may be session where the student will be able to engage with the learning activity off campus. Since the core material of the course is delivered through web-based media, when students do attend the University there is no need for a systematic lecture programme. The face-to-face contact sessions with students are therefore used much more effectively for discussions, exercises, group work, tutorials, guest speakers and activities which actively engage the students in the learning process.

Teaching methods

Blended model of teaching and learning

As with virtually all academic disciplines it is accepted that a basic knowledge of fundamental concepts and vocabulary has to be acquired by the student simply to communicate. In this course, students will acquire the basic

knowledge primarily via the online resources referred to above, supplemented by their own personal research. However, the acquisition of that knowledge will not be adequate to develop the high-level intellectual skills appropriate to a Masters level course. Hence, in the blended learning approach extensive use is made of a concept known as enquiry-based learning.

In the enquiry-based learning approach students actively engage with complex scenarios which are open-ended and allow a variety of responses or solutions. Students determine the lines of enquiry and the methods employed, and the enquiry requires students to draw on existing knowledge and identify their required learning needs. Tutors effectively act as facilitators providing guidance and encouragement to students. Students work collaboratively and use the extensive resources available to them to research the problems presented in the scenario. It is up to students to identify the key issues and the questions which need to be asked.

The learning process is thus highly student-centred, with the students effectively taking responsibility for what and how they learn. The scenarios are carefully designed so that there is no single correct answer and indeed, many alternative responses may be acceptable. Students gain a much deeper understanding of the material through their interaction with the scenario, and the knowledge they gain is more likely to be retained because it has been acquired by experience. Furthermore, their high-level intellectual skills such as analysis, synthesis and evaluation are developed, as are the skills they need to tackle complex problems in real life.

Equality, Diversity and Inclusion

Equality, diversity and inclusion of students is central to the learning and teaching on this course, encouraging all students to engage and fulfil their potential. In line with QAA guidance and the University's commitment to equality and diversity, the course has adopted an inclusive strategy with the objective of removing arbitrary and unnecessary barriers to learning, facilitating a learning experience accessible for all. This is irrespective of the group or groups to which they belong, raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. Through this, all apprentices will feel like they belong, and can engage. Learning opportunities and assessments are inclusively designed, with reasonable individual adjustments being provided wherever necessary.

Assessment methods

Assessment for the course is based primarily on coursework. In some modules tests are used to confirm knowledge and understanding of core concepts. In modules where enquiry-based learning is used, industry inspired scenarios will provide the vehicles for the coursework. Coursework is a mix of reports, essays, presentations, portfolios etc. For the dissertation module, the assessment is based on an individual piece of research conducted by the student and culminating in the submission of a dissertation. In broad terms, the assessment strategies adopted on the course will require students to provide evidence of the following:

- Analysis – have key concepts been understood and the relationship between them articulated?
- Integration of theory and practice – has evidence from both academic research and professional practice been effectively related to each other, and have theoretical concepts been appropriately applied to practical situations?
- Critical thinking – has information been used in a critical way rather than simply reproduced and accepted as fact?

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules

Level 7

Module Code	Module Title	Status	UK credit	ECTS
7CNMN006W	Construction Project Planning	Core	20	10
7CNMN007W	Corporate Management	Core	20	10
7CNMN001W	Design and Construction: Principles, Application and Management	Core	20	10
7CNMN014W	Operational Project Management	Core	20	10
7CNMN011W	Procurement	Core	20	10
7MNST013W	Project	Core	40	20
7CNMN015W	Strategic Project Management	Core	20	10
7PJMN019W	AI and Emerging Technologies in Projects	Option	20	10
7CNMN013W	Managing Uncertainty in Projects	Option	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

Accredited by the Royal Institution of Chartered Surveyors (RICS)

Seeking Re-accreditation 2025 Chartered Institute of Building (CIOB)

The course has a proven history of successful accreditation with the CIOB and RICS. This course is currently undergoing a cyclical re-accreditation process with CIOB.

Course management

The MSc Construction Project Management course is managed by the Course Leader. The course is located within the School of Applied Management, one of four schools in the College of WBS. The Course Leader reports to the Head of School, who in turn reports to the Head of College.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations.

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities and additional support available. You will be provided with a Course Handbook, which provides detailed information about the course. Each course has a course leader or equivalent. All students enrolled on a full-time course and part-time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University utilises a Virtual Learning Environment called Blackboard, where students access their course materials and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. In addition to online resources in Blackboard, students can also attend Study Skills workshops and schedule one-to-one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes our libraries, each of which holds a collection of resources related to the subjects taught at that

site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services.

Support Services

The University of Westminster's Student and Academic Services department provides a range of advice and guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored annually by the College to ensure it is running effectively and that any issues that might affect the student experience have been appropriately addressed. Staff will consider evidence from various sources, including student surveys, student progression and achievement, and reports from external examiners, to evaluate the effectiveness of the course and make necessary changes.

Periodic reviews are also conducted to ensure that the curriculum remains up-to-date and that the skills acquired on the course continue to be relevant to employers. Representative students meet with a panel to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess the course's performance.

How do we act on student feedback?

Student feedback is important to the University, and student views are taken seriously. Student feedback is collected in various ways.

- Through student engagement activities at the course and module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire for each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be improved.
- Final-year undergraduate students will be asked to complete the National Student Survey, which helps inform the national university league tables. Postgraduate students will be asked to complete the Postgraduate Taught Survey (PTES).

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student may reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2025©