Faculty of Science & Engineering

Postgraduate Certificate Construction Project Management

ON CAMPUS COURSE GUIDE 2014/5
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About this Guide
This Course Guide has been designed to help you plan your course. You are encouraged to read this Guide through now. It will be a considerable advantage to you to be familiar from the outset with the various aspects of your studies that are described. It may be that the relevance of some of the sections will not be immediately obvious. Keep it somewhere accessible, so that you can refer to it as needed.

Obviously even in a document like this we have not covered every query and problem that you might have about the course. The Course Guide should be read in conjunction with the Undergraduate Student Guide / Postgraduate Student Guide; the Student Charter; the University’s Policies and Regulations and the University Assessment Handbook documents should provide you with all the basic information that we think you will need for your period of study here.

If you find that there is something you need to know, please contact your Academic Faculty Office or local Student Centre on the details included below.

| Please enter the contact details for your Personal Tutor for your future reference: | The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision |
| Your local Academic School Office is: | Faculty of Science and Engineering, MI154, Wulfruna Campus. 01902 322129 |
| Your Student Centre (Here to Help) is: | MI024, MI Building, Wulfruna Campus or log a call via e:Vision |

Please note that in order to develop and improve the Course, it may be necessary on occasions to amend or revise the details given in this Course Guide. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the Course.
Welcome
On behalf of the Course Management Team I should like to extend to you a very warm welcome and wish you every success in your studies at the University of Wolverhampton.

The University experience and academic success is all about the effort you put into learning and making the most of the wide range of opportunities available to you. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market.

You will need to demonstrate good time management skills, independent learning, flexibility and discipline in order to achieve a study-work-life balance. We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We are, therefore, keen to hear your views and would welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student experience here at the University.

Angela Nash, Course Leader

Course Management and Staff Involved with the Course
As Course Leader, Angela Nash can be contacted via email at Angela.Nash@wlv.ac.uk or 01902 322622

If you are interested in becoming a Student Representative for your course or faculty please contact the Student Support team in MI154, by email FSEStudentSupport@wlv.ac.uk or telephone 01902 322129.

For programme advice and help with University procedures, please contact Student Support team in MI154, by email FSEStudentSupport@wlv.ac.uk or telephone 01902 322129.

Student Voice
The Student Voice is a partnership between the University and the Students' Union, put in place to make sure students' opinions/feedback are heard at every level of university governance, from course level to the University’s governing body.

The main positions within the Student Voice are Course Reps, who are volunteer students on every course. They have meetings with lecturers on a regular basis, highlighting both positive and negative feedback to Heads of Department or lecturers within their course. Faculty Reps are elected during the Spring Elections and have meetings with Senior Management in their Schools. They are an essential link between Course Reps, the Students’ Union and management within each Faculty. To find your Faculty Rep: Faculty Representatives

If you ever wanted to get involved with the student voice, or need more information please contact the Engagement Team in the Students’ Union – Student Voice

For independent advice and guidance on all matters related to being a student eg. academic, finance, and housing issues, contact the Students’ Union’s Advice and Support Centre by telephone or e-mail Advice and Support.

Student Charter
The University’s Student Charter has been developed primarily by the Students’ Union and informed by student views. The Charter is not a contract, nor is it intended to be legally binding; it is a set of shared expectations which establishes the values and standards we are seeking to
promote across all of our learning community. The Charter seeks to apply to all students on all courses and reflect our normal expectations of your experience at University. On occasions different types of study and interactions will mean necessary variations from time to time. However, what is important to us is that, whatever you are studying, your experience is a great one.

**Engagement**
The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. The University is committed to helping you fulfil your potential. Your engagement with the study materials, and participation in the sessions, activities and assessment tasks are very important in ensuring that you are able to do so.

Your engagement will help you to:
- Understand the subject area you are studying;
- Acquire and develop the skills and knowledge needed to ensure success;
- Prepare for assessment tasks;
- Learn from and with your fellow students;
- Receive feedback from your tutors on your progress;
- Fully participate in sessions, forums, seminars and other activities;
- Develop your communication skills.

If you are unable to participate in any of the activities or sessions please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was dealt with during the session or activity, and what you need to do to catch up. Please do remember how important engagement and participation is to your success. You are encouraged to engage with the University’s Virtual Learning Environment (VLE) and Student Management System, further details of how to access these can be found here.

Contact time with teaching and associated staff is available to help shape and guide your studies. The term 'contact hours' refers to the amount of time that you spend learning in contact with teaching or associated staff, when studying your chosen course. The number of contact hours on a course is influenced by the subject, as well as how and where you are studying. Academic staff should make it clear how many hours contact time you should receive, and what these hours are at the beginning of the course/module.

**The Wolverhampton Graduate**
The experience of studying at University is about much more than just gaining knowledge and understanding of a subject(s), it is also about developing additional skills and capabilities that you can take with you into a wide range of different settings. Sometimes it can be difficult to explain to others what you have done and achieved. The following Graduate Attributes will help you think about the knowledge and skills you have gained and how these can be presented to prospective employers and/or other interested parties. This is not an exhaustive list and you will need to reflect on what you can personally demonstrate that is appropriate for different settings and contexts such as job interviews. You will also have formed your own opinion about what going to university means to you and how you think you have developed.

While at university you will have the opportunity to:
1. acquire, generate, interrogate and apply knowledge from a wide range of sources,
2. develop research skills to enable analysis, synthesis, understanding and evaluation of data and information,
3. demonstrate self-discipline and organizational skills by meeting deadlines, and taking responsibility for your own development and learning,
4. present ideas clearly in an informed and persuasive manner to a variety of audiences.
5. be innovative, creative and enterprising work collaboratively, whilst acknowledging, respecting and engaging with the views of others in a constructive and empathetic manner.

6. draw on professional advice and feedback to reflect on and improve your own learning and professional practice;

7. prepare for the world of work through engagement with real life situations, briefs and problems.

8. engage with new ideas and ways of working as an active member of the communities in which you study, live and work.

About the Course

This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact Angela Nash, Course Leader.

The educational aims of the course are: This course aims to meet the growing need within the built environment sector for professionals with a thorough understanding of the management of the construction process from inception to completion. The focus on following the process through inception, feasibility and planning of projects differentiates this course from operational construction management. As a student you will experience a combination of structured learning with problem-based scenarios and research that will develop your capabilities for critical thinking, argument, creativity and encourage your innovation all of which are brought into the practical decision making processes encountered in built environment projects.

This course will enable you to appraise, analyse and evaluate the art and science of construction project management covering the areas of strategy, control, technical, commercial, legal, financial and organisational issues. You will reflect on and make cases for the integration of the technical (hard) and social (soft) management styles required within the context of strategic and operational construction projects.

This flexible course can enable progression to qualification at post graduate diploma and masters levels on successful completion of a requisite number of modules and credits. Individual modules may be used as part of Continuous Professional Development courses offered by the University.

The course learning outcomes are:

At the end of this course you, the student, will be able to:

1. Appraise critique and evaluate the advantages of the art and science of effective and efficient construction project management within a variety of strategic and operational contexts.

2. Acquire knowledge through academic, industrial and practical research and apply solutions to a range of complex issues, adopting suitable approaches to problem solving and decision making.

3. Work, lead and manage within an effective team environment whilst analysing and recognising the contributions of individuals.

4. Apply numerical, statistical and quantitative skills within the planning and control of construction projects in order to evaluate key issues which impact on project performance.

5. Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data and communicate conclusions clearly to specialist and non-specialist audiences using a variety of skills and media appropriately.
These will be achieved through the following learning activities:
Learning Activities: Work based learning and/or project work and research.
Group projects
Problem based learning.
Use of project briefs and role play
See Section “Course Information” below for further information

The course is accredited by the following professional body/ies
The course is already accredited by the Royal Institute of Chartered Surveyors (RICS).

Contact Hours
At University, the term ‘contact hours’ is used very broadly to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course. This time provides you with support in developing your subject knowledge and skills, and provides opportunities to develop and reflect on your own, independent learning.

Contact time on this course will be based on your interaction with staff in lectures, seminars, tutorials, demonstrations, practical classes and workshops, project supervisions, fieldwork, external visits, one-to-one sessions and discussions, interaction by email and other electronic or virtual media and situations where feedback is given on assessed work.

During your study this interaction takes place with academic (teaching and research) staff, teaching assistants, technical and specialist support staff, employers and others.

Alongside contact time, private and independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. Your independent study time will include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision and others.

External Examiners
Not applicable.

External Examiners play a key role in helping the University to ensure that our standards are comparable with other institutions in the sector and are consistent over the years and that our assessment processes and regulations treat all students fairly and equitably. It is not part of their remit to communicate with individual students (it is to be noted that students are given access to External Examiner reports in their entirety in line with the HEFCE Publication 06/45 and some students may have the opportunity to meet with externals if they visit placement areas or attend for planned meetings or assessment). Students are therefore reminded that they must not make direct contact with External Examiners in respect of their assessed work or performance. Any student issues should be relayed either directly to the Module or Course Leader.

Academic Regulations
This course follows the University’s academic regulations. A full version of these regulations can be found on the University web page for Policies and Regulations. These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them. If you have any questions regarding the regulations you should raise your query by logging an e:Vision Helpdesk call.

The maximum period over which an award may be studied is detailed in the regulations appropriate to your course. Typically these are:
Postgraduate and Masters Awards

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<tr>
<td>Postgraduate Diploma</td>
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<table>
<thead>
<tr>
<th>Course Type</th>
<th>Normal</th>
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<tbody>
<tr>
<td>Masters Degree</td>
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<td>4 years</td>
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<tr>
<td>Postgraduate Diploma</td>
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<td>3 years</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>1 year</td>
<td>2 years</td>
</tr>
</tbody>
</table>

The above maximum registration periods do not include time away from study approved under the Leave of Absence procedure.

Please be aware that to be eligible to continue on your course you must pass at least one module in your first year of study.

Not Applicable

Course Information

- **Reference points**
  QAA descriptor for a Higher Education qualification at level 7: Master's Degree
  School of Technology E&D policy, 2010
  Special Educational Needs Disability Act 2001 (SENDA)
  Subject Benchmark Statement – Building and Surveying

- **Blended learning**

Students are entitled to:

1. have access where possible to an electronic copy of all lecturer-produced course documents e.g. module guides, assessment briefs, presentations, handouts, and reading lists

   All modules will have a Wolf topic that will include a link to the module guide, lecture slides and notes, workshop and tutorial exercises, assessment briefs and marking criteria, mock test papers.

2. formative assessment opportunities on line with appropriate meaningful electronic assessment feedback;

   Some modules will provide regular online formative tasks to accompany your self study and allow you to gauge your progress with the module. For example, weekly multiple choice exercises may be available on Wolf or a system tailored to the subject. On other modules, formative learning tasks will be set on Wolf and you may get feedback on your performance from your tutor at scheduled meeting, tutorials or workshops.

3. have opportunities to collaborate on line with others in their learning cohort;

   There will be a Course Café on every module’s Wolf topic that will enable you to communicate with your colleagues about the module. Additionally, some modules may provide forums or wikis for discussing topics such as those relating to coursework tasks or providing
4. have the opportunity to participate in electronic Personal Development Planning (ePDP);

5. have opportunities to engage in interactive learning during all face to face sessions.

- **Assessment methods**
  Most modules on your course will be assessed by a portfolio containing samples of work that demonstrate what you have accomplished. This is a good way to assess learning and development that is illustrated by multiple examples of work, opportunities for self-assessment and reflection chartering over a period of time. Tasks set relate to outcomes being assessed thus documenting evidence of development towards mastering the identified outcomes and skills. Portfolios enhance the assessment process by demonstrating a range of skills and understanding of the subject area by a student. Some portfolios are sometimes called Learning Journals.

A portfolio consists of a set of items that provide evidence of your learning accomplishments and are accompanied by with a short written reflection. Your portfolios, especially your reflection statements may be useful to demonstrate to potential employers, what you have gained from your course and the things that you are capable of producing. The exact contents of each portfolio will differ between modules. For example, practical modules may include a product that you have developed such as a piece of software, a CAD model or a physical prototype. Other more theoretical modules may contain results from test or examinations. The only common element between all portfolios is the written reflection.

Portfolios may consist of both formative and summative work. Formative assessments provide feedback and are not used in the grading process. Their purpose is to provide both tutors and students with a gauge of progress. All modules on your course will contain some formative assessments. Summative assessments are used in the grading process. Most summative assessments (with a notable exception of exams) also have a formative aspect to them in that tutors provide written feedback on the work. Students should use this feedback to improve their performance on future assessments. Feedback on an assessment on one module may help with assessments on other modules as well as further assessments on that module. Assessment methods are closely linked to the learning and teaching approaches used, thus each module will differ in the assessment methods adopted, giving you opportunities to demonstrate your accomplishments in different ways.

Below are examples of the types of assessments that may be required for your portfolios:

Assignments – task based and report based assignments. Coursework frequently requires the writing of reports documenting the development of solutions. It is
frequent practice to ask students to reflect on your learning experience as part of the coursework.

Case studies – based on realistic scenarios. Analysis, application and evaluation skills are developed via case studies as appropriate for the topic areas.

Practical exercises – tutorials and workshop sessions. These aid understanding and application of knowledge using a variety of software tools within practical settings in workshops as well as assessing depth and breadth of understanding and application of subject knowledge. Practical exercises are the primary mechanisms for assessing analysis and evaluation. The tasks undertaken involve well-defined problems with varied level of complexity.

Formal presentations - you may be required to present your work to a group of tutors or to the rest of the class. This may be a demonstration of practical work or may present the results of a study. These are an important way of assessing your communication skills.

Time-Constrained Assessments (tests) - may follow a traditional examination format or on-line alternatives. They are used to ensure breadth of knowledge has been acquired. Time controlled assessments (TCA) and examinations, some of which are case study based, emphasise application of knowledge and skills.

Individual Project Work – You will choose your own individual project topic and work individually on a large task. This work will be supported by regular meetings with a named project supervisor.

Assessments will also focus on skills such as team working, time-management and developing Continuing Professional Development (CPD) awareness, as well as discipline-specific skills related to the analysis, design, development, implementation, testing and evaluation of systems. Typical tasks include: production of technical documentation, reports for differing target audiences, presentations, demonstrations and viva, allowing assessment of the breadth and depth of knowledge, analysis and synthesis, communication, and evaluation within the subject area.

Some modules that require formal examinations for professional body accreditation may be assessed by examinations or a combination of examinations and portfolio.

*Support for learning*

**University provided support:**
As well as providing general counselling support the University Counselling Service provides short courses on topics such as "Self Confidence", "Stress Management and Relaxation" and "Life Skills". They also provide study skills and academic support, providing short courses such as provide help in areas such as "Writing and Assignment Skills", "Exam Techniques", "Enhancing Professional Skills", "Personal Development Planning" and "Making Choices for the Future".

University Learning Centres provide general academic skills support to all students. You can make an appointment with a study skills advisor for advice on areas such as academic writing, assignment planning, exam preparation, and time management. In addition, there is a regular timetable of drop-in and bookable workshops covering information and digital literacy skills, including academic referencing. School of Technology students are supported by a designated subject librarian who is available to support research and project work.
Course support:
At the start of your course you will be assigned a Personal Tutor who will guide you through the induction process and provide support and academic counselling throughout your course on an appointment basis. They should be able to offer you advice and guidance to help you liaise with other staff and support facilities in the School and University.

The Student Support Advisers (SSA) provide academic counselling and will be accessible throughout the week on a drop-in or appointment basis to discuss timetables, requests for extensions, requests for extenuating circumstances, general concerns about study and student life and general programme planning. The SSA will act as a first point of contact in relation to leave of absence (including returning after leave), withdrawal, transferring to another course (internal and external) and changes to mode of attendance. Your Course Leader will be available thereafter for meetings by appointment to discuss leave of absence, withdrawal, transferring to another course (internal and external), changes to mode of attendance, returning after leave of absence and direct entrants.

Subject support:
Tutorials, workshops, seminars and meetings - provide the primary opportunities for students to interact with staff on topics relating to modules. Specialist and industry practitioners will be invited to deliver timely and contemporary content and advice on current issues and technical applications. All modules provide at least one of these forms of face-to-face support.

Formative feedback - tutors provide personalised written feedback on most summative assessments. The mechanism for feedback from purely formative tasks varies between assessments, but will always be provided in some form. Online formative tasks often provide feedback straight away. On occasions tutors may provide generalised verbal feedback to the whole class on points relating to an assessment

Assessment and subject-based surgeries provide additional student support for subjects that students often need extra help with. They are often concentrated around the times when assessments take place. Revision sessions are provided for many modules that have exam-like tests and enable you to interact with tutors to review parts of the course. Mock exams and tests may provide opportunities to experience an examination environment before the final summative test and give you feedback on your understanding.

International Students:
The International Centre will provide pre and post entry visa and immigration support and advise on and arrange for the necessary paperwork to be submitted to UKBA. They will also provide appropriate University Induction support on arrival and be a point of contact for international students throughout their stay here.

A range of social and cultural activities arranged by the International Centre will also promote the integration of international students into the whole of the University's learning community. English language support is also available through the international language centre in the University.

- Distinctive features of the course
Students will be exposed to construction project management at a strategic and operational level. This course will expand the horizon of the construction project into the inception, concept and feasibility projects that need to take place in order to ensure that the building project meets the needs and objectives of the client and the clients business.

The historic nature of the built environment sector and its flexibility in the face of external change is approached with industrial partners who set the scene for research and understanding in areas of challenge and interest. Uniquely industry has the chance to set the
agenda for study and to take part in the research and development within topics of interest and become part of creative and innovative solution.

This course will apply a balanced hand to the art and science of project management dealing with both the technical and the softer people related attributes of effective construction project managers. Work-based projects, residential courses and the opportunity to gain ‘badged’ training alongside structured learning and research enriches the experience of students and their employers.

Academic Misconduct
We take pride in the academic integrity of our staff and students but when academic misconduct is suspected the University will take action. The University considers seriously all acts of academic misconduct, which by definition are dishonest and in direct opposition to the values of a learning community. If not challenged, academic misconduct will ultimately devalue our academic standards and undermines the honest efforts on the part of our staff and students.

Academic misconduct includes plagiarism, collusion and cheating and may be deliberate or unintentional. Whatever form it takes, it will be thoroughly investigated and penalties will be applied if proven.

Support for Students
The University and the Students’ Union believe that many incidents of academic misconduct can be avoided by increasing students’ knowledge and skill.

A variety of support mechanisms are in place to help students succeed and avoid academic misconduct:

- Visit the Learning Centre or our study skills support website at [www.wlv.ac.uk/skills](http://www.wlv.ac.uk/skills)
- Download the Students’ Union guide to Avoiding Academic Misconduct (“Write Right”) - available from the [Student's Union website](http://student.union.wlv.ac.uk)
- Book a Skype appointment with study skills adviser or joint the online chat service [ASSIST](http://www.wlv.ac.uk/skills) through the [Learning Centre “Skills for Learning” website](http://www.wlv.ac.uk/skills).
- Contact your personal tutor or module leader.

Remember – there is help available if you need it.

Defining Academic Misconduct

**Cheating**
Cheating is defined as any attempt to gain unfair advantage in an assessment by dishonest means, and includes, for example, all breaches of examination room rules, impersonating another student, falsifying data, and obtaining an examination paper in advance of its authorised release. Cheating attracts the University’s most severe penalties.

Other common examples of cheating would include –
- Being in possession of “revision notes” during an examination
- The purchase or commission of assignments from others
- Theft of other students’ work
- Prohibited communication during an examination

**Plagiarism**
Plagiarism is the act of taking someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others. It is important to cite all sources whose work has been drawn on and reference them fully in accordance with the referencing standard used in each academic school.
The most common forms of plagiarism are –

- Cut or copied and pasted materials from websites
- Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
- Copying material from a text book or journal

When you’re using other people’s work or ideas it is important to engage with their work critically. You can quote, paraphrase, summarise or critically review – but you must always provide appropriate references.

**Collusion**

Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence. For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort.

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas and group work to complete assignments (where this is specifically authorised).

**Plagiarism Detection**

In concert with the skills and experiences of academic staff the University will utilise electronic tools such as Turnitin to detect plagiarism. Turnitin is the software currently subscribed to by the University.

At Undergraduate level the University will require that all final year projects and dissertations are submitted to Turnitin for analysis. At postgraduate level the University will require that all dissertations (or similar) are submitted to Turnitin for analysis.

Students are required, where appropriate, to make a declaration as the authenticity and originality of any submitted piece of work. This declaration also authorises the University to request and require students to provide an electronic version of any submitted assessment for checking work via Turnitin where plagiarism is suspected.

**Penalties**

Where an offence is admitted, or a panel decides that cheating, plagiarism or collusion has occurred, a penalty will be imposed. There is a cumulative range of penalties which will be applied to any continuous period of registration for study with the University. The severity of the penalty will vary according to the nature of the offence and the number of previous offences. Penalties range from failure of the assignment under investigation to exclusion from the University.

Full details about the University's policy on Academic Misconduct and regulations and procedures for the investigation of academic misconduct are available on the conductandappeals website.

**Anonymous Marking**

Anonymous marking is the process undertaken to avoid the possibility of bias through the assessment and marking process. To this end, wherever possible, the identity of students should not be apparent to markers and work should only be identified by student number. Where the method of assessment does not allow anonymous marking, (e.g. dissertations, presentations, oral examinations, practical examinations), alternative methods of marking to mitigate the possible effect of bias will be explained to you.

When submitting assessments in hard copy, you are asked to use your personalised bar-coded coversheet and ensure that you record only your student number in the header or footer of your piece of work.
# Course Structure for Postgraduate Certificate in Construction Project Management

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<tr>
<th>Semester 1 – Level 7</th>
<th>Semester 2 – Level 7</th>
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<tbody>
<tr>
<td>C 7CN004  Operational Project Management  20</td>
<td>C 7CN005  Strategic Construction Project and Programme Management  20</td>
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<td>C 7CN001  Advanced Project Planning &amp; Control  20</td>
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## Module Descriptions

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<tr>
<td>Module Leader</td>
<td>Angela Nash</td>
</tr>
<tr>
<td>Telephone</td>
<td>01902 322622</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Angela.Nash@wlv.ac.uk">Angela.Nash@wlv.ac.uk</a></td>
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### Module description

Management of the operational construction project including the major processes together with the leadership and management issues that support the completion of successful projects

### Assessment

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### Module description

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<tr>
<td>2 Examination</td>
<td>40%</td>
</tr>
</tbody>
</table>
Module Code: 7CN001  Module Title: Advanced Project Planning and Control

| Credit value | 20 |
| Pre-requisites | None |
| Co-requisites | None |
| Prohibited combinations | None |
| Module Leader | John Reynolds |
| Telephone | 01902 32 2276 |
| Email | John.Reynolds2@wlv.ac.uk |
| Staff Room Number | MA115 |

Module description

This module will develop construction project skills, identify, review and analyse project management best practice guidelines and discuss aspects of planning and controlling projects. Evaluation of industry techniques and tools, using manual and computer methods for planning and control will be undertaken.

Assessment

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting or Pass/Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Portfolio 50%</td>
</tr>
<tr>
<td>2</td>
<td>Examination 50%</td>
</tr>
</tbody>
</table>
University Academic Calendar

Timetables
Timetabling information is available to you through the following:

1) Using the teaching timetable where you can search for and view all modules online at www.wlv.ac.uk/timetable.
2) Once you have completed your module registration, a more personalised timetable showing only those modules which you are studying will be available for you to view through your e:Vision page.
3) For more general information about timetabling and teaching rooms use the Central Timetabling Unit webpages at www.wlv.ac.uk/ctu.
Where to get help with your course

Student Support
If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.

**Administration queries:** enrolment, extensions, extenuating circumstances, Leave of Absence, Course transfer, etc

eVision helpdesk or your Student Centre

**Academic and Course related queries**

- Personal Tutor
- Course Leader
- Head of Department (by email)

**Module related queries**

- Module guide (on WOLF)
- Module Leader or Tutor

**Support for Study Skills**

W: [www.wlv.ac.uk/skills](http://www.wlv.ac.uk/skills)
E: skills@wlv.ac.uk
T: 01902 32(2385)

**IT Problems**

W: [www.wlv.ac.uk/ITServices](http://www.wlv.ac.uk/ITServices)
T: 01902 32(2000)

**Who to Contact for help when you are studying on campus**

**Financial advice**

W: [www.wlv.ac.uk/moneymatters](http://www.wlv.ac.uk/moneymatters)
E: money@wlv.ac.uk
T: 01902 32(1070)

**Careers & Employment Centre**

W: [www.wlv.ac.uk/careers](http://www.wlv.ac.uk/careers)
E: careers@wlv.ac.uk
T: 01902 32(1414)

**Special Needs** (Students with disabilities)

- Special Needs Tutor
- Student Enabling Centre
W: [www.wlv.ac.uk/sec](http://www.wlv.ac.uk/sec)
E: sec@wlv.ac.uk
T: 01902 32(1074)

**Personal Issues**

- Personal Tutor (see eVision for details)
- University Counselling Service
W: [www.wlv.ac.uk/counselling](http://www.wlv.ac.uk/counselling)
E: counsellingservices@wlv.ac.uk
T: 01902 32(2572)

**General queries**

eVision helpdesk or your Student Centre

**Independent academic, financial, international and housing advice**

Students’ Union Advice and Support Centre
W: [www.wolvesunion.org/advice](http://www.wolvesunion.org/advice)
E: advice.wolvesunion@wlv.ac.uk
T: 01902 32(2038)
Extensions, Extenuating Circumstances and Leave of Absence

The University wants all students to do their best. You are expected to take responsibility for your own learning and we know students perform best if they participate in all activities associated with their modules.

Very occasionally something may happen suddenly which is beyond your control and this will prevent you from attending an examination (or other test) or completing an assessment by the due date. Common reasons for needing additional help are poor health or a death in the family – although other reasons may apply.

**Extensions** - for some assessments there may be the option to apply for a short term (maximum 7 days) extension if you are experiencing difficulties in completing your work on time. You should apply for the extension via your e:Vision account on or before your assessment date and provide supporting evidence to your Student Centre. On receipt of the evidence your claim will be assessed and you will be notified by e-mail if your extension has been approved and your revised submission date. Further details can be found here.

**Extenuating Circumstances** – claims for extenuating circumstances are also submitted via your e:Vision account on or before your assessment date and again evidence to support your claim must be provided to your Student Centre. Claims for Extenuating Circumstances tend to be for more serious matters and if your claim is accepted then it enables you to take the assessment at the next available opportunity without penalty. Further details can be found here. If you have any queries regarding either of these processes then please log a call on the e:Vision helpdesk.

**Leave of Absence** - in more extreme cases of potential prolonged absence you might consider a temporary leave of absence. Students may temporarily suspend their studies a semester at a time (and up to a maximum of four semesters). You can apply for a Leave of Absence via e:Vision but we would strongly recommend that you get advice from your Personal Tutor, your Student Centre or the Students' Union, particularly regarding the financial implications, before taking this step.

**Health & Safety issues**

Students will have to comply with Health and Safety Regulations advised by the appropriate Associate Dean. Students may only enter workshops and laboratories under instruction and will comply with the instructions provided by the member of staff. Failure to do so could result in you not being allowed to complete your course.

**Health and Wellbeing whilst using your computer**

As a student you will be using a computer for the majority of your study. The guidelines below are to promote good health and wellbeing in relation to your computer use.

**Set-up and space**

Ensure you have a comfortable working area where you can have adequate space for your keyboard, mouse, monitor or laptop/mobile device and that you are in a comfortable seated position. Try to prevent eye strain by ensuring you have good lighting, adjusting your monitor to prevent glare and by cleaning your monitor regularly. If you are using a laptop for any extended length of time try to use an external mouse to prevent continued use of a laptop mouse pad which can cause strain injuries.

**Taking a break**

You should take regular breaks away from the screen. One to two minutes away every thirty minutes can be most effective, with regular longer breaks every couple of hours. Physically moving away from the screen and working area will also allow for important stretching and increasing circulation as well as reducing eye strain from looking at the screen.
Progression for Further Study
Students successfully completing this course will be well placed to pursue their membership aspirations with a number of professional bodies including the RICS, CIOB and APM. During the course they will have opportunities to gain training qualifications with external providers such as PRINCE2, foundation and practitioner level. Employment opportunities in construction project management may be found within both consultancy and contracting companies in the strategic and operational contexts of building and business projects in the areas of architecture, civil engineering, construction, services engineers, structural engineers, quantity surveyors, building surveyors, construction management teams.

The emphasis on the business planning, feasibility and planning stages expands the focus of the construction contract and opens up the possibilities for consultancy and operational management.

Alumni

_We're proud of your success. Be proud of your connection with us._

Once you complete your studies you will continue to be part of the University of Wolverhampton academic community as one of our ever growing alumni community. The WLV Alumni Association is a university-wide association bringing together Wolverhampton graduates.

For further information please visit our Alumni website.