UNIVERSITY OF WOLVERHAMPTON

Course Specification

Published Date:	22-Jul-2026
Produced By:	Multi Type Usr Record For All Personnel
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Architecture, Computing and Engineering		
Course Code(s):	CN016P01UV CN016P31UV	Full-time Part-time	12 Months 2 Years
UCAS Code:			
Course Title:	MSc Construction Project Management		
Hierarchy of Awards:	Master of Science Construction Project Management Postgraduate Diploma Construction Project Management Postgraduate Certificate Construction Project Management University Statement of Credit University Statement of Credit University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of first cohort:	01/Jun/2017		
Specification valid from:	2010/1		

Academic Staff

Course Leader:	Emmanuel Daniel
Head of Department:	Louis Gyoh

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Standard Provision (Not delivered in partnership)
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

For direct entry onto the Master's programme:

In most cases a second-class honours degree in a construction related discipline, or equivalent, is required for direct entry onto the Master's programme. Students are selected using application form and references in the first instance. However, if you have a compatible non-cognate degree and/or have relevant industrial experience you may be interviewed and if successful offered a place on the Masters course or on the postgraduate certificate version of the course with the potential to extend this to a full Master's degree.

or

A Postgraduate Certificate in a construction related discipline, or a related subject with a minimum of grade C in all modules.

For direct entry onto the Postgraduate Certificate programme (completion of which, with a minimum of grade C in all modules, will allow a student to progress to the MSc Construction Project Management)

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.

Educational Aims of the Course:

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 qualification at post graduate certificate and diploma 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 and its partners.

Intakes:

September

January

May

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2025/6	H	Full Time	£9088.00
2025/6	Overseas	Full Time	£16950.00
2025/6	H	31	£4544.00
2026/7	H	Full Time	£11015.00
2026/7	Overseas	Full Time	£18645.00
2026/7	H	31	£5508.00

PSRB:

CN016P01UV (Full-time)

Professional Accreditation Body:
Chartered Institute of Building (CIOB)

Accrediting Body:
Chartered Institute of Building (CIOB)

Accreditation Statement:
"Accredited by the Chartered Institute of Building (CIOB), having been judged to meet the CIOB Education Framework. Prospective members holding these qualifications have full academic exemption and may enter CIOB membership without the requirement for an Individual Assessment."

Approved	Start	Expected End	Renewal
01/Jan/2017	01/Jan/2017	31/Dec/2022	01/Jan/2023

CN016P31UV (Part-time)

Professional Accreditation Body:
Chartered Institute of Building (CIOB)

Accrediting Body:
Chartered Institute of Building (CIOB)

Accreditation Statement:
"Accredited by the Chartered Institute of Building (CIOB), having been judged to meet the CIOB Education Framework. Prospective members holding these qualifications have full academic exemption and may enter CIOB membership without the requirement for an Individual Assessment."

Approved	Start	Expected End	Renewal
01/Jan/2017	01/Jan/2017	31/Dec/2022	01/Jan/2023

CN016P01UV (Full-time)

Professional Accreditation Body:
Royal Institution of Chartered Surveyors (RICS)

Accrediting Body:
Royal Institution of Chartered Surveyors (RICS)

Accreditation Statement:
Accredited by the Royal Institution of Chartered Surveyors (RICS) for the purpose of graduate membership.

Approved	Start	Expected End	Renewal
04/Nov/2025	30/Sep/2025	30/Sep/2030	30/Sep/2030

CN016P31UV (Part-time)

Professional Accreditation Body:
Royal Institution of Chartered Surveyors (RICS)

Accrediting Body:
Royal Institution of Chartered Surveyors (RICS)

Accreditation Statement:
Accredited by the Royal Institution of Chartered Surveyors (RICS) for the purpose of graduate membership.

Approved	Start	Expected End	Renewal
04/Nov/2025	30/Sep/2025	30/Sep/2030	30/Sep/2030

CN016P01UV (Full-time)

Professional Accreditation Body:
Chartered Association of Building Engineers

Accrediting Body:
Chartered Association of Building Engineers (CABE)

Accreditation Statement:
Accredited by the Chartered Association of Building Engineers (CABE).

Approved	Start	Expected End	Renewal
06/Aug/2021	01/Sep/2021	31/Aug/2026	31/Aug/2026

CN016P31UV (Part-time)

Professional Accreditation Body:
Chartered Association of Building Engineers

Accrediting Body:
Chartered Association of Building Engineers (CABE)

Accreditation Statement:
Accredited by the Chartered Association of Building Engineers (CABE).

Approved	Start	Expected End	Renewal
06/Aug/2021	01/Sep/2021	31/Aug/2026	31/Aug/2026

Course Structure:

January (Full-time)

Module	Title	Credits	Period	Type
7ET022	Research Methods and Professional Skills	20	SEM2	Core
7CN005	Strategic Construction Project and Programme Management	20	SEM2	Core
7CN003	Contemporary Issues	20	SEM2	Core
7CN034	Dissertation	60	CRYRA	Core
7CN001	Advanced Project Planning and Control	20	SEM2	Core

January (Part-time)

Part-time students normally study 60 credits per academic year.

Module	Title	Credits	Period	Type
7CN001	Advanced Project Planning and Control	20	SEM2	Core
7CN003	Contemporary Issues	20	SEM2	Core

January (Full-time)

Module	Title	Credits	Period	Type
7CN004	Operational Construction Project Management	20	SEM1	Core
7CN013	Forms of Contract	20	SEM1	Core

January (Part-time)

Part-time students normally study 60 credits per academic year.

Module	Title	Credits	Period	Type
7CN004	Operational Construction Project Management	20	SEM1	Core
7CN013	Forms of Contract	20	SEM1	Core

January (Part-time)

Part-time students normally study 60 credits per academic year.

Module	Title	Credits	Period	Type
7CN034	Dissertation	60	CRYRA	Core
7ET022	Research Methods and Professional Skills	20	SEM2	Core
7CN005	Strategic Construction Project and Programme Management	20	SEM2	Core

September (Full-time)

Module	Title	Credits	Period	Type
7CN004	Operational Construction Project Management	20	SEM1	Core
7ET022	Research Methods and Professional Skills	20	SEM1	Core
7CN001	Advanced Project Planning and Control	20	SEM2	Core
7CN003	Contemporary Issues	20	SEM2	Core
7CN005	Strategic Construction Project and Programme Management	20	SEM2	Core
7CN034	Dissertation	60	CRYRA	Core
7CN013	Forms of Contract	20	SEM1	Core

September (Part-time)

Part-time students normally study 60 credits per academic year.

Module	Title	Credits	Period	Type
7CN013	Forms of Contract	20	SEM1	Core
7CN003	Contemporary Issues	20	SEM2	Core
7CN004	Operational Construction Project Management	20	SEM1	Core
7CN005	Strategic Construction Project and Programme Management	20	SEM2	Core

September (Part-time)

Part-time students normally study 60 credits per academic year.

Module	Title	Credits	Period	Type
7CN001	Advanced Project Planning and Control	20	SEM2	Core
7ET022	Research Methods and Professional Skills	20	SEM1	Core
7CN034	Dissertation	60	CRYRA	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Regulations Exemption:

Reference Points:

QAA subject benchmark – Construction, Property and Surveying (2008)

Construction Industry Council – Higher Education Graduate Common Learning Outcomes (2008)

The framework for higher education qualifications in England, Wales and Northern Ireland (August 2008) Descriptor for a higher education qualification at level 7: Master's degree

RICS Policy and Guidelines – APC Competencies

CIOB Policy and Guidelines – Educational Framework

CABE Policy and Guidelines – Educational Framework

QSi Policy and Guidelines – Educational Framework

Equality Act 2010.

Overview of Assessment:

Learning Outcomes	Modules
PGCERT01 Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: - to evaluate critically current research and advanced scholarship in the discipline. - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.	
PGCERT02 Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.	
PGCERT03 Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.	
PGCERT04 Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.	
PGCERT05 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.	

Learning Outcomes	Modules
PGCERT06 Demonstrate the qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility decision-making in complex and unpredictable situations. - the independent learning ability required for continuing professional development.	
PGDIP01 Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: - to evaluate critically current research and advanced scholarship in the discipline. - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.	
PGDIP02 Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.	
PGDIP03 Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.	
PGDIP04 Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.	
PGDIP05 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.	
PGDIP06 Demonstrate the qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility decision-making in complex and unpredictable situations. - the independent learning ability required for continuing professional development.	
MA01 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.	7CN001 Advanced Project Planning and Control 7CN004 Operational Construction Project Management 7CN003 Contemporary Issues
MA02 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.	7CN001 Advanced Project Planning and Control 7CN003 Contemporary Issues 7CN034 Dissertation
MA03 Work, lead and manage within an effective team environment whilst analysing and recognising the contributions of individuals.	7CN013 Forms of Contract 7ET022 Research Methods and Professional Skills
MA04 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.	7CN004 Operational Construction Project Management 7CN005 Strategic Construction Project and Programme Management 7CN013 Forms of Contract

Learning Outcomes	Modules
MA05 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.	7CN003 Contemporary Issues 7CN004 Operational Construction Project Management 7CN013 Forms of Contract 7CN034 Dissertation 7ET022 Research Methods and Professional Skills
MA06 Take responsibility for and organise your own learning through self-management and independent study and continue to advance your own knowledge and understanding, developing new skills to a high level.	7CN003 Contemporary Issues 7CN013 Forms of Contract 7CN034 Dissertation

Teaching, Learning & Assessment Strategy/(Learning and Teaching):

You will have the opportunity to engage with a range of learning approaches during the course of your study.

You will take part in lectures and seminars. Some of these will be more traditional whereas others will require you to undertake research before coming together to discuss management issues with a range of students and academic staff.

You may have seminars from industry practitioners and have the opportunity to discuss your projects with them to gain real world insight into the problems you are trying to solve.

Often working on project briefs specified by industry practitioners, you will develop solutions to meet real world problems/requirements and present these to your peers to obtain group feedback.

Assessment Methods/Assessments:

Most modules on your course will be assessed by a portfolio containing samples of work that demonstrates 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.

Further Information for Student:

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 University will provide pre and post entry visa and immigration support and advise on and arrange for the necessary paperwork to be submitted to UKBA. The Faculty will also provide appropriate 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 University will also promote the integration of international students into the wider learning community. English language support is also provided within the University.

Currency:

Personalisation Opportunities:

Employability in the Curriculum/Employability and Professional Development:

Students on successful completion of this course will be well placed to pursue their membership aspirations with a number of professional bodies including the RICS, CIOB and APM. 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.

Relevant industry knowledge and skills gained in the modules count towards professional body required competences which is an advantage to students seeking employment opportunities. Gaining ICT skills in the use of relevant industry software like Micorsoft Project, AstaPower Project and also acquisition of soft skills in providing leadership for projects and people and the understanding of contractual responsibilities of building contracts are all employability skills embed in the course curriculum design.

In general the employability skills of postgraduate learning are deeper knowledge of the industry and the role of the project manager. The ability to synthesise information and critically evaluate the arguments dependent upon the application.