D3M1-CPM Bachelor of Science in Construction Project Management

**PROGRAMME DETAILS**

Programme Code: D3M1-CPM  
Department: Construction Mgmt & Surveying  
Main Award: BSCH - Bachelor of Science Honours  
Full Award Title: Bachelor of Science in Construction Project Management  
Level: Undergraduate

**LOCATION OF STUDY**

<table>
<thead>
<tr>
<th></th>
<th>Edinburgh</th>
<th>Scottish Borders</th>
<th>Orkney</th>
<th>Dubai</th>
<th>Malaysia</th>
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<th>Independent Distance Learners</th>
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**ASSOCIATED AWARDS**

<table>
<thead>
<tr>
<th>Programme Code</th>
<th>Award</th>
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<td>D3M1-CPM</td>
<td>BSCH</td>
<td>Bachelor of Science in Construction Project Management</td>
<td>BSCO</td>
<td>Bachelor of Science in Construction Project Management</td>
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</table>

**ACCREDITATION**

- Royal Institution of Chartered Surveyors
- Chartered Institute of Building

**LEARNING OUTCOMES – SUBJECT MASTERY**

Understanding, Knowledge and Cognitive Skills

Understanding and Knowledge

The specialisms listed below are achieved by all graduands:
• An understanding of the core processes related to the construction project management discipline
• An understanding of the management development, construction and production processes related to building projects
• An understanding of the constraints that impact upon the management of the construction process due to the technical, environmental, operational, financial, safety and contractual aspects of the construction process
• A knowledge and understanding of issues related to the briefing, design management, procurement, planning, programming, quality management and safety arrangements needed to produce building projects
• An ability to evaluate complex problems and formulate original ideas and proposals in the field of the built environment

In addition, students should be aware of the regulatory requirements, the needs of society and ethical correctness within the context of the built environment and professional practice, and understand the nature of the various roles and relationships that exist between organisations and individuals operating within the construction industry

Scholarship, Enquiry and Research (Research Informed Learning)

LEARNING OUTCOMES – PERSONAL ABILITIES
Industrial, Commercial and Professional Practice

• Transfer theoretical and practical problem-solving skills to a variety of contexts.
• Develop critical, analytical, research and numerical skills appropriate to professional work in the built environment
• Define a research problem and apply statistical and hypothesis testing skills.
• Critically appraise a set body of literature on given themes, and through having to interrogate concepts and method, then having to develop and unfold an argument.
Recognise the difference in the interpretation of market information.

Autonomy, Accountability and Working With Others
N/A

Communication, Numeracy & Information and Communications Technology
N/A

**APPROACHES TO TEACHING AND LEARNING**

The Construction Management and Surveying Studies programme provides a flexible, student-centred, and resource-based learning and teaching environment, which actively promotes a deep approach to learning. At each stage, learning and teaching resources include lectures, tutorials, seminars, workshops and task-based activities. As the Programme progresses, the emphasis switches from large group lectures to student-led tutorials and small group self learning activities, and students are encouraged to take greater responsibility for their own learning. The techniques adopted include library and computer-based facilities, specific project based courses designed to integrate the knowledge based covered at each stage and develop transferable skills, directed reading, case studies, dissertations, Programmework and problem-solving classes.

Approaches to learning and teaching are reviewed and assessed by the Course Leader, Programme Leader and Programme Director on an annual basis. The review and redesign of techniques and methods adopted are obtained from student questionnaires, comments from the Student-Staff Committee, pass rates and external examiners' reports.

Specific details about learning and teaching methods are provided in the appropriate course descriptors.

**EDUCATIONAL AIMS OF THE PROGRAMME**

The specific teaching aims of the Construction Project Management Programme are as follows:

- To provide an academically sound and vocationally relevant undergraduate education for those seeking a professional career in construction management and surveying within the national or international context.
To enable students to attain the best intellectual development and gain the maximum degree award compatible with their abilities.

To ensure that the Programme is professionally relevant and provide the educational base to meet the current and future needs of the construction and property professionals operating within the built environment, and continue to receive full exemption from the written examinations of the relevant professional institutions.

To provide the opportunity for intellectual, personal and inter-personal skills development.

In overall terms to enable students to maximise their academic and professional potential by developing transferable as well as subject specific skills.

ASSESSMENT POLICIES

The assessment policy for Programmes on the Construction Management and Surveying Programme is to tailor the methods of assessment to the subject being taught and the nature of the classes so that understanding, knowledge and subject-specific skills are assessed using a variety of approaches. These include essays, reports, written examinations, practical exercises, presentations, group and individual projects and the dissertation. Seeking a balance of modes within terms and stages moderates what is best for each course.

Formal assessment in courses teaching subject specific understanding, knowledge and skills is by either Programmework or unseen written examinations but there are some courses which are assessed by both. The examinations are summative while Programmework may used to assess understanding and subject specific skills on a formative or summative basis. Continuous assessment is more common in courses explicitly designed to develop cognitive and core skills, and professional awareness. This approach to assessment enables staff and students to monitor the establishment and honing of transferable skills in practical exercises that are directly applicable to the built environment.

The methods of assessment adopted are continually reviewed. Specific details about assessment methods are provided in the appropriate course descriptor.

PROGRAMME STRUCTURE

<table>
<thead>
<tr>
<th>Mandatory Courses</th>
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<tbody>
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**ELECTIVES (UG)**

<table>
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<th>Stage 1</th>
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<tr>
<td>Stage 2</td>
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<tr>
<td>Stage 4</td>
<td>N/A</td>
</tr>
<tr>
<td>Stage 5</td>
<td>N/A</td>
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**COMPOSITION AND STAGE NOTES (UG)**
## Stage 1

8 taught courses - 8 mandatory

- There will be a 3 day UK residential field trip in this Stage.
- Students may transfer to another Programme in the CMS discipline at the end of Stage 1

<table>
<thead>
<tr>
<th>Mandatory Credits 1</th>
<th>120</th>
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<tbody>
<tr>
<td>Optional Credits 1</td>
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<tr>
<td>Elective Credits 1</td>
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<td><strong>Total 1</strong></td>
<td>120</td>
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## Stage 2

8 taught courses - 6 mandatory - 2 optional

- Students who wish to transfer to another Programme in the CMS discipline at the end of Stage 2 may do so if ‘catch-up’ arrangements can be identified and they are able to fulfil them.

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<thead>
<tr>
<th>Mandatory Credits 2</th>
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<tbody>
<tr>
<td>Optional Credits 2</td>
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<tr>
<td>Elective Credits 2</td>
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<td><strong>Total 2</strong></td>
<td>120</td>
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## Stage 3

8 taught courses - 6 mandatory - 2 optional

- For students studying at the Edinburgh campus only: there will be a week's residential field trip in this Stage, normally overseas.

<table>
<thead>
<tr>
<th>Mandatory Credits 3</th>
<th>90</th>
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</thead>
<tbody>
<tr>
<td>Optional Credits 3</td>
<td>30</td>
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<tr>
<td>Elective Credits 3</td>
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<tr>
<td><strong>Total 3</strong></td>
<td>120</td>
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</table>

## Stage 4

8 taught courses - 8 mandatory

- This stage focuses on specialised studies.
- One week of semester 1 is wholly devoted to a School-wide collaborative group exercise in the *Design Project* course

<table>
<thead>
<tr>
<th>Mandatory Credits 4</th>
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<tbody>
<tr>
<td>Optional Credits 4</td>
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<td>Elective Credits 4</td>
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<td><strong>Total 4</strong></td>
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</table>

## Stage 5

Mandatory Credits 5

Optional Credits 5
Elective Credits 5
Total 5 0

ASSESSMENT AND PROGRESSION (UG)

Reassessment Opportunities

1. A student who has been awarded a Grade D, Grade E or a Grade F in a course may be re-assessed in that course.
2. A student shall be permitted only one re-assessment opportunity to be taken at the Resit diet of examination following the first assessment of the course.
3. A student shall not be re-assessed in any qualifying course taken in the final stage of a course of study.
4. The Progression Board may permit a student to be re-assessed in any qualifying course not taken in the final stage in order to gain credits for the course, provided that the mark or grade obtained in the first assessment of any such course is used in determining the classification of the degree to be awarded.

Progression Requirements

Part A. The minimum number of credits required to progress through each stage are as follows

<table>
<thead>
<tr>
<th>Stage</th>
<th>Credits</th>
<th>Minimum Grade</th>
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<tbody>
<tr>
<td>1 to 2</td>
<td>90 credits (6 courses)</td>
<td>A minimum of 6 C grades</td>
</tr>
<tr>
<td>2 to 3</td>
<td>210 credits (14 courses)</td>
<td>A minimum of 6 C grades</td>
</tr>
<tr>
<td>3 to 4</td>
<td>360 credits (24 courses)</td>
<td>All courses at D grade</td>
</tr>
<tr>
<td>4 to 5</td>
<td>N/A</td>
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Part B. The minimum grade of D is required in the following courses

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<th>Stage</th>
<th>Requirement</th>
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AWARDS, CREDITS AND LEVEL (UG)

Part A. Credit Requirements

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<th>Degree</th>
<th>Overall Credits</th>
<th>Specific Requirements</th>
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<tr>
<td>Integrated Masters</td>
<td>600</td>
<td>600 SCQF credits including a minimum of 120 credit at Level 11</td>
</tr>
<tr>
<td>Honours Degree (inc.MA)</td>
<td>480</td>
<td>480 SCQF credits including a minimum of 180 credit at Level 9 and 10 of which at least 90 credits at Level 10</td>
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<tr>
<td>Ordinary or General Degree</td>
<td>360</td>
<td>360 SCQF credits including a minimum of 60 credit at Level 9</td>
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<tr>
<td>Diploma of Higher Education</td>
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<td>240 SCQF credits including a minimum of 90 credit at Level 8</td>
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<tr>
<td>Certificate of Higher Education</td>
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<td>120 SCQF credits including a minimum of 90 credit at Level 7</td>
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Part B. Mark/Grade Requirements

<table>
<thead>
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<th>Degree</th>
<th>Overall Mark</th>
<th>Overall Grade</th>
<th>Basis of Overall Mark/Grade</th>
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<tbody>
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<td>Integrated Masters</td>
<td>&gt;=50%</td>
<td>C</td>
<td>Credit Weighted Average &gt;=50% over all qualifying courses at Grades A-D</td>
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<tr>
<td>Honours Degree (inc.MA)</td>
<td>&gt;=40%</td>
<td>D</td>
<td>1st: Credit Weighted Average &gt;=70% Over all qualifying courses at grades A-D. 2.1: Credit Weighted Average &gt;=60% Over all qualifying courses at grades A-D. 2.2: Credit Weighted Average &gt;=50% Over all qualifying courses at grades A-D. 3rd: Credit Weighted Average &gt;=40% Over all qualifying courses at grades A-D.</td>
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</table>
### D3M1-CPM Bachelor of Science in Construction Project Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Requirement</th>
<th>Minimum Grade</th>
<th>Conditions</th>
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<td>Minimum of grade D in all pre-requisite courses.</td>
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<tr>
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<td>D</td>
<td>Minimum of grade D in all pre-requisite courses.</td>
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<td>Certificate of Higher Education</td>
<td>&gt;=40%</td>
<td>D</td>
<td>Minimum of grade D in all pre-requisite courses.</td>
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### DURATION OF STUDY

<table>
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