# PROGRAMME SPECIFICATION

## PART 1: COURSE SUMMARY INFORMATION

<table>
<thead>
<tr>
<th>Course summary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Final award</td>
<td>MSc Project Management for Construction</td>
</tr>
<tr>
<td>Intermediate award</td>
<td>PGDip Project Management for Construction/PGCert Project Management for Construction</td>
</tr>
<tr>
<td>Course status</td>
<td>Validated</td>
</tr>
<tr>
<td>Awarding body</td>
<td>University of Brighton</td>
</tr>
<tr>
<td>School</td>
<td>Environment and Technology</td>
</tr>
<tr>
<td>Location of study/ campus</td>
<td>Moulsecoomb</td>
</tr>
</tbody>
</table>

### Partner institution(s)

<table>
<thead>
<tr>
<th>Name of institution</th>
<th>Host department</th>
<th>Course status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>SELECT</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Admissions

<table>
<thead>
<tr>
<th>Admissions agency</th>
<th>Direct to School</th>
</tr>
</thead>
</table>
Entry requirements
Include any progression opportunities into the course.

Check the University’s website for current entry requirements. A candidate with a Second Class Honours degree or equivalent from a cognate subject would normally be registered on the MSc course. Applications from candidates with other qualifications, and appropriate industrial experience will be assessed on an individual basis.

In place of an academic qualification, candidates that would generally be able to demonstrate at least five years’ full time (or equivalent gained part-time), good quality and relevant professional experience in the construction industry and a reference from the employer indicating the candidate is equipped for intensive study at Masters level.

Candidates will need to be able to demonstrate advanced study skills, good communication skills and strong intellectual abilities. The course leader will take advice from an appropriate group of staff to assess this on an individual basis.

Candidates will be interviewed and Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL) would be used in compliance with GEAR.

English language requirements are as follows:
- IELTS – 6.5 overall and 6.0 in the written
- Or equivalent

This programme has been validated to combine either a 12 or 8 week Extended Masters (EMA) English Language pathway route. Programme specifications for the English Language component of the Extended Masters route can be found at: https://www.brighton.ac.uk/international/study-with-us/courses-and-qualifications/brighton-language-institute/eap-programmes/extended-masters/index.aspx

Start date (mmm-yy)
Normally September

September 2019

Mode of study

<table>
<thead>
<tr>
<th>Mode of study</th>
<th>Duration of study (standard)</th>
<th>Maximum registration period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>12 months</td>
<td>6 years</td>
</tr>
<tr>
<td>Part-time</td>
<td>2 years</td>
<td>6 years</td>
</tr>
<tr>
<td>Sandwich</td>
<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Distance</td>
<td>Select</td>
<td>Select</td>
</tr>
</tbody>
</table>

Course codes/categories
UCAS code

Contacts
Course Leader (or Course Development Leader) Dr Kassim Gidado
Admissions Tutor Dr Kassim Gidado
<table>
<thead>
<tr>
<th>Examination and Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>External Examiner(s)</strong></td>
<td>Name</td>
</tr>
<tr>
<td></td>
<td>Prof Andrew Ross</td>
</tr>
<tr>
<td><strong>Examination Board(s)</strong></td>
<td>Masters Programmes in Built Environment and Civil Engineering</td>
</tr>
<tr>
<td>(AEB/CEB)</td>
<td></td>
</tr>
<tr>
<td><strong>Approval and review</strong></td>
<td>Approval date</td>
</tr>
<tr>
<td>Validation</td>
<td>2010¹</td>
</tr>
<tr>
<td>Programme Specification</td>
<td>Jun 2019³</td>
</tr>
<tr>
<td>Professional, Statutory and Regulatory Body 1 (if applicable): Chartered Institute of Building CIOB</td>
<td>2015</td>
</tr>
<tr>
<td>Professional, Statutory and Regulatory Body 2 (if applicable): Royal Institute of Chartered Surveyors RICS</td>
<td>2000</td>
</tr>
<tr>
<td>Professional, Statutory and Regulatory Body 3 (if applicable): Chartered Association of Building Engineers</td>
<td>2016</td>
</tr>
</tbody>
</table>

¹ Date of original validation.
² Date of most recent periodic review (normally academic year of validation + 5 years).
³ Month and year this version of the programme specification was approved (normally September).
⁴ Date programme specification will be reviewed (normally approval date + 1 year). If programme specification is applicable to a particular cohort, please state here.
⁵ Date of most recent review by accrediting/approving external body.
PART 2: COURSE DETAILS

AIMS AND LEARNING OUTCOMES

Aims
The aims of the course are:

- To develop a critical understanding of the Project Management process throughout the project life cycle, through an understanding of the issues which make up the complex nature of managing construction projects.
- To develop a wider knowledge and understanding gained into a more specialised area of project management.
- To develop a range of problem solving, interpersonal and teamwork skills across the modules, which complement the theory and enhance its application in the industrial environment.

Learning outcomes
The outcomes of the main award provide information about how the primary aims are demonstrated by students following the course. These are mapped to external reference points where appropriate.

Knowledge and theory
The following is a list of the primary outcomes of the main award.

(a) To place Project Management within the wider context of construction and to derive conclusions regarding the interrelationships with other core activities.
(b) To analyse the project environment in terms of conflicting interests and environmental constraints.
(c) To apply theories of management and organisational behaviours within the context of Project Management.

Skills
Includes intellectual skills (i.e. generic skills relating to academic study, problem solving, evaluation, research etc.) and professional/practical skills.

(a) To develop methodologies for appraising project requirements and to develop solutions
(b) To apply the skills of problem analysis; the preparation and presentation of solutions, and the defence of these within peer group and external evaluators
(c) To develop the ability to work with peers and to contribute to group activities;
(d) To expand the student's knowledge base through individual research and reading and contribute this to the knowledge pool of the cohort.

QAA subject benchmark statement (where applicable)
This course is in line with the subject benchmark: "Construction, property and surveying".

Subject Benchmark Statement Land, Construction, real Estate and Surveying

Subject Benchmark Statement Master’s Degrees in Business and Management

This subject benchmark statement represents a revised version of the original published in 2008. The review process was overseen by the Quality Assurance Agency for Higher Education (QAA) as part of a periodic review of all subject benchmark statements.

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6 Please refer to Course Development and Review Handbook or QAA website for details.
7 Please refer to the QAA website for details.
Construction, property and surveying is concerned with the development and management of land, buildings and other assets. This covers a broad range of topics, including:

- measurement (including measures of area, volume, cost, value, worth, natural resource, energy etc)
- project and cost management
- management of the construction process
- agency (including lettings, sales and acquisitions)
- strategic management and value creation (including estate management and corporate real estate management)
- investment strategies (including portfolio management, securitisation and unitisation).

Programmes in construction, property and surveying are multidisciplinary, with a substantive area of specialist or technical knowledge associated with the award title and its specified learning outcomes, which may include a broad preparation for initial employment.

The curricula should be underpinned by acceptable levels of numeracy and literacy; business awareness; and information and communication technologies (ICT) competence.

The RICS and CIOB have moved to a partnership system of accreditation. This involves the selection of partner universities that meet high standards in, for example, teaching, learning outcomes, entry standards, research and knowledge transfer. Additionally, instead of central audit by the professional body, the key premise of accreditation relies on the university and professional body working together to achieve acceptable standards.

**PROFESSIONAL, STATUTORY AND REGULATORY BODIES (where applicable)**

Where a course is accredited by a PSRB, full details of how the course meets external requirements, and what students are required to undertake, are included.

The programme is accredited by the Royal Institute of Chartered Surveyors (RICS) the Chartered Association of Building Engineers (CABE), and the Chartered Institute of Building (CIOB).

To achieve requirements, students are normally required to pass all compulsory and mandatory modules which must include a submitted Masters Dissertation in a topic appropriate for the built environment sector achieving at least a pass.

**LEARNING AND TEACHING**

**Learning and teaching methods**

This section sets out the primary learning and teaching methods, including total learning hours and any specific requirements in terms of practical/clinical-based learning. The indicative list of learning and teaching methods includes information on the proportion of the course delivered by each method and details where a particular method relates to a particular element of the course.

The course has been developed using the University’s modular structure providing flexibility for student learning and for further evolution of the course to reflect advances in the subject and the demands of the planning profession.

The Learning and Teaching strategy adopted is through delivery of knowledge and skills using taught modules and the Individual Masters Project.

A typical 20 CATS module normally requires a total of 200 hours of study time. The timetabled contact time for 20 CATS taught module is normally a minimum of four hours contact time (e.g. two hours teaching and two hours tutorial or surgery per week) for normally thirteen teaching weeks. A minimum of eight hours per week per module is used for directed self study, structured assignments, open ended assignments, and team working. All taught modules are assessed based on their learning objectives using coursework, presentations, viva voce and/or examination at the end of the semester.
Modules involving knowledge & theory, the apportionment of effort is normally as follows:

(a) Lectures = 15%
(b) Tutorials = 15%
(c) Assessments (including presentations) = 20%
(d) Self study (including Group tasks and feedback) = 50%

For modules involving analytical type content:

(a) Lectures = 15%
(b) Tutorials (may include computer suite) = 10%
(c) Assessments = 15%
(d) Self study (including Group tasks and feedback) = 60%

For modules involving design and/or IT skills, additional timetabled contact time per week may be required, up to a maximum of six hours.

(a) Lectures & Seminars = 10%
(b) Studio work = 40%
(c) Self study (including Group tasks and feedback) = 50%

Typical contact types:
1) Lectures - fixed
2) Class tutorial (lecturer-led) – fixed
3) Class tutorial (student-led) – on request
4) Office Surgery – on request
5) Field work/trips – fixed
6) Student Presentations – fixed
7) Study work – fixed
8) Laboratory (including IT) - fixed

ASSESSMENT

Assessment methods
This section sets out the summative assessment methods on the course and includes details on where to find further information on the criteria used in assessing coursework. It also provides an assessment matrix which reflects the variety of modes of assessment, and the volume of assessment in the course.

Indicative criteria used for assessment and grading are available in the Student handbook, mapped against award classification (as identified within University of Brighton General Examination and Assessment Regulations). These criteria are included within the Masters Skills Handbook issued to all students. Where criteria for specific items of assessment differ from these requirements, full details are published within the module brief issued to students.

Assessment is primarily based on a combination of coursework, presentations and unseen written examination.

Coursework components will be used to evaluate the student’s acquisition of the required skills together with their ability to integrate their assessment in the broader context of project management and the ability to work as part of a team. The means of assessment will include seminar presentations, written reports and oral examinations.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment method</th>
<th>Module</th>
<th>Number of credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and theory</td>
<td>Written assignments, thesis presentations and examination</td>
<td>BEM10, GBM01, BEM30</td>
<td>100</td>
</tr>
</tbody>
</table>
interrelationships with other core activities.

To analyse the project environment in terms of conflicting interests and environmental constraints

To apply theories of management and organisational behaviours within the context of Project Management.

<table>
<thead>
<tr>
<th>Skills</th>
<th>Written assignments, presentations and examination</th>
<th>BEM10</th>
<th>BEM34</th>
<th>BEM37/IAM27</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop methodologies for appraising project requirements and to develop solutions.</td>
<td>Problem solving exercises Individual and group work and presentations</td>
<td>BEM10</td>
<td>BEM30</td>
<td>GBM01</td>
<td>40</td>
</tr>
<tr>
<td>To apply the skills of problem analysis; the preparation and presentation of solutions, and the defence of these within peer group and external evaluators.</td>
<td>Problem solving exercises Individual and group work and presentations</td>
<td>GBM01</td>
<td>BEM10</td>
<td>BEM30</td>
<td>100</td>
</tr>
<tr>
<td>To develop the ability to work with peers and to contribute to group activities.</td>
<td>Problem solving exercises Individual and group work and presentations</td>
<td>BEM10</td>
<td>BEM34</td>
<td>BEM24</td>
<td>60</td>
</tr>
<tr>
<td>To expand the student’s knowledge base through individual research and reading and contribute this to the knowledge pool of the cohort.</td>
<td>Problem solving exercises Individual and group work and presentations</td>
<td>GBM01</td>
<td>BEM10</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

**SUPPORT AND INFORMATION**

<table>
<thead>
<tr>
<th>Institutional/ University</th>
<th>Central support: all students in the University benefit from:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University induction week</td>
</tr>
<tr>
<td></td>
<td>Extensive library facilities</td>
</tr>
<tr>
<td></td>
<td>E-mail address</td>
</tr>
<tr>
<td></td>
<td>Welfare service Studentcentral</td>
</tr>
<tr>
<td></td>
<td>University Student Handbook</td>
</tr>
<tr>
<td></td>
<td>General Examination and Assessment Regulations for Taught Courses</td>
</tr>
</tbody>
</table>

In addition, students on this course benefit from the following:

a) **Handbooks and Guidance Notes**
   - MSc Project Management for Construction Course Handbook
   - Masters Skills Handbook
   - MSc Masters Project Handbook (including guidance on research ethics)
   - Built Environment & Civil Engineering Module Handbook
   - General Examination and Assessment Regulations

b) **Academic and Administrative Support**
   - Course Leader who monitors academic and personal progress of students on the course
   - All students are allocated Personal Tutors for personal and academic support
• All students are allocated Research Supervisor
• Access to Study Skills Support
• Studentcentral that hosts supplementary learning resources in support of modules as well as providing links to additional resources
• School administrative support for module registration
• School of Environment & Technology Learning Technology Adviser who works with staff and students to enable access to, and use of, Information Technology facilities

c) Computing and Laboratory Facilities
• School of Environment and Technology Computer Suites, containing 165 networked terminals running Project Planning softwares (Pertmaster, Conquest, BCIS), GIS (ArcView 3.2) and other software (AutoCad, Oasis, Hevacomp). Other software in the School include Adobe Photoshop CS2 9, Autodesk Architecture 2008, Autodesk Inventer Pro 10, CodeWarrior IDE, Commsim 7, FrameWork DVT 2.7.5, Matlab 2006, MPLab 7.4, Multisim 10, Neural Net, Phoenics 3.6, Pro Engineer Wildfire(2), Rhino SP4 + Flamingo, Tone Stack calculator, Visual Basic 5
• Environment & Public Health Laboratory, seating up to 10, equipped with bench top spectrophotometers for basic water chemistry, membrane filtration equipment, balances, incubators, centrifuge, UV cabinet and sterilisation equipment for public health microbiology procedures
• Soil and Water Analysis Laboratory, with muffle furnace, Oertling analytical balances, Pye Unicam AAS, and Hewlett Packard Gas Chromatograph Power packs, pH metres and experimental cells for experimental work into the electro-kinetics of contaminated sediments.
• Soil and Sediment Analysis Laboratory, with drying ovens, sediment sieving facilities, Oertling top pan balances and Malvern Mastersizer 2000 laser particle size analyser.
• Concrete and Timber Technology Laboratory for concrete technology teaching and specialist research in concrete and timber for construction.
• Dedicated Geology Laboratory, with 3 Nikon research-quality petrological microscopes (1 with Nikon SLR camera, 2 with Nikon video camera attachments and monitors), 38 petrological teaching microscopes, extensive rock and fossil samples, extensive teaching thin-section collection, and 4 computer terminals
• Hydraulics Laboratory, with Armfield 10m x 0.4m recirculating flume for river and wave simulation, 6m x 0.25m venturi flume, and 4m x 0.1m narrow flume with plate weir
• Environmental Simulation Laboratory with 6m x 4m hydraulic stream table.
• AAS, ICP-OES and Flame Photometer used for chemical analysis of solutions and natural waters.
• Gamma Logger and Spectrometer

Course-specific Additional support, specifically where courses have non-traditional patterns of delivery (e.g. distance learning and work-based learning) include:

In addition, students on this course benefit from:

Education for Sustainable Development:
The University of Brighton is committed to the principles of sustainable development through its Education for Sustainable Development policy. The subject area of Built Environment provides a useful platform from which to examine the issues associated with sustainable development. Students enrolled on the MSc Project Management programme are trained to identify and analyse current and future problems, and to critically examine the prospects for achieving a just and environmentally sound future for all. By incorporating elements of natural, economic and social sciences, the programme provides a framework that enables understanding, assessment of and intervention in the physical world, whilst at the same time, critically examining the prospects for and effects of intervention. Graduates in MSc Project Management are thus equipped to make a significant contribution to
ensuring that future generations not only have an equivalent quality of life, but are likely to have an improved one.

Research Informed Teaching:
This course is delivered by research-active academic staff, and specialist aspects of the curriculum reflect the research interests of these staff. For example, research methods taught in GBM01 reflect those used in the research of the staff who deliver the module. All core and optional modules are taught by staff who are actively engaged in research and publication in their specific topic areas, and who are currently undertaking research or consultancy with leading bodies, including the Environment Agency, DEFRA and the European Union. This level of integration is particularly true for the dissertation projects, where students spend an extended period of time undertaking research with a subject specialist, who is linked into a network of international scholars with shared interests. Throughout the course, students develop competencies enabling them to become independent researchers, with specialist skills sessions scheduled to support their development. Teaching and learning strategies for the course are developed in consultation with the UK's Built Environment professional bodies and research associations and establishments, often with support from specialists in pedagogic research, based in the University's Centre for Learning and Teaching.

PART 3: COURSE SPECIFIC REGULATIONS

COURSE STRUCTURE
This section includes an outline of the structure of the programme, including stages of study and progression points. Course Leaders may choose to include a structure diagram here.

The course has three distinct parts:

The Postgraduate Certificate in Project Management for Construction
- A total of 60 CATS points at M level accumulated by passing BEM10, BEM30 and BEM34
- An exit postgraduate certificate award may be given to students registered for a higher award achieving a minimum of 60 CATS M-level points accumulated by passing taught modules offered as part of the post graduate programme in Project Management for Construction normally including compulsory and mandatory taught modules.

The Postgraduate Diploma in Project Management for Construction
- A total of 120 CATS points at M level accumulated by passing taught modules offered as part of the post graduate programme in Project Management for Construction including BEM10, BEM30, BEM24, BEM34 and two other optional modules.
- An exit postgraduate diploma award may be given to students registered for a higher award achieving a minimum of 120 CATS M-level points accumulated by passing taught modules offered as part of the post graduate programme in Project Management for Construction normally including compulsory and mandatory taught modules.

The Master of Science in Project Management for Construction
- A total of 180 CATS points at M level, accumulated by passing the modules offered as part of the post graduate programme in Project Management for Construction normally including all compulsory and mandatory modules, are required for the award of Master of Science in Project Management for Construction.
- The modules passed must include the Masters Dissertation (i.e. the individual research masters project).

Candidates initially registered for either the Postgraduate Diploma, or Postgraduate Certificate may transfer registration to the Master of Science on successful completion of sufficient modules.

A student cannot be granted more than one of the above awards during the total period of registration.

An intensive induction week is compulsory for all candidates in order to ensure that every one is suitably equipped for the programme and that students themselves are able to anticipate the demands of the full-time intensive mode of study

<table>
<thead>
<tr>
<th>Level</th>
<th>Module code</th>
<th>Status</th>
<th>Module title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>GBM01</td>
<td>M</td>
<td>Masters Dissertation</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>BEM10</td>
<td>M</td>
<td>Project Management for Construction</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>BEM30</td>
<td>C</td>
<td>Construction Law and Procurement</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>BEM24</td>
<td>C</td>
<td>Project Planning &amp; Analysis</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>BEM34</td>
<td>C</td>
<td>Project Risk and Financial Analysis</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>BEM37</td>
<td>O</td>
<td>Sustainable Construction</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>IAM27</td>
<td>O</td>
<td>Environmental Impact Assessment</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>IAM28</td>
<td>O</td>
<td>Systems for Environmental Management</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>IAM29</td>
<td>O</td>
<td>Environmental Policy &amp; Law</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>IAM32</td>
<td>O</td>
<td>Case Studies in Environmental Assessment &amp; Mangt</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>WEM01</td>
<td>O</td>
<td>Water Resource Management</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>WEM03</td>
<td>O</td>
<td>Wastewater Treatment Technology</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>GYM01</td>
<td>O</td>
<td>Basics of Geographical Information Systems</td>
<td>20</td>
</tr>
</tbody>
</table>

*Optional modules listed are indicative only and may be subject to change, depending on timetabling and staff availability.

All modules have learning outcomes commensurate with the FHEQ levels 0, 4, 5, 6, 7 and 8. List the level which corresponds with the learning outcomes of each module.
Note:
It is required for candidates to include BEM37 or IAM27 to be eligible for an award accredited by CIOB or RICS.
### AWARD AND CLASSIFICATION

<table>
<thead>
<tr>
<th>Award type</th>
<th>Award*</th>
<th>Title</th>
<th>Level</th>
<th>Eligibility for award</th>
<th>Classification of award</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total credits(^9)</td>
<td>Minimum credits(^{10})</td>
</tr>
<tr>
<td>Final</td>
<td>MSc</td>
<td>Project Management for Construction</td>
<td>7</td>
<td>Total credit 180</td>
<td>Minimum credit at level of award 150</td>
</tr>
<tr>
<td>Intermediate</td>
<td>PGDip</td>
<td>Project Management for Construction</td>
<td>7</td>
<td>Total credit 120</td>
<td>Minimum credit at level of award 90</td>
</tr>
<tr>
<td>Intermediate</td>
<td>PGCert.</td>
<td>Project Management for Construction</td>
<td>7</td>
<td>Total credit 60</td>
<td>Minimum credit at level of award 40</td>
</tr>
<tr>
<td>Select</td>
<td></td>
<td></td>
<td></td>
<td>Total credit Select</td>
<td>Minimum credit at level of award Select</td>
</tr>
<tr>
<td>Select</td>
<td></td>
<td></td>
<td></td>
<td>Total credit Select</td>
<td>Minimum credit at level of award Select</td>
</tr>
</tbody>
</table>

*Foundation degrees only*

Progression routes from award:

<table>
<thead>
<tr>
<th>Award classifications</th>
<th>Mark/ band %</th>
<th>Foundation degree</th>
<th>Honours degree</th>
<th>Postgraduate(^{12}) degree (excludes PGCE and BM BS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% - 100%</td>
<td>Distinction</td>
<td>First (1)</td>
<td>Distinction</td>
<td></td>
</tr>
<tr>
<td>60% - 69.99%</td>
<td>Merit</td>
<td>Upper second (2:1)</td>
<td>Merit</td>
<td></td>
</tr>
<tr>
<td>50% - 59.99%</td>
<td>Pass</td>
<td>Lower second (2:2)</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>40% - 49.99%</td>
<td></td>
<td>Third (3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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\(^9\) Total number of credits required to be eligible for the award.

\(^{10}\) Minimum number of credits required, at level of award, to be eligible for the award.

\(^{11}\) Algorithm used to determine the classification of the final award (all marks are credit-weighted). For a Masters degree, the mark for the final element (e.g., dissertation) must be in the corresponding class of award.

\(^{12}\) Refers to taught provision: PG Cert, PG Dip, Masters.
EXAMINATION AND ASSESSMENT REGULATIONS

Please refer to the *Course Approval and Review Handbook* when completing this section.

The examination and assessment regulations for the course should be in accordance with the *University’s General Examination and Assessment Regulations for Taught Courses* (available from staffcentral or studentcentral).

| Specific regulations which **materially** affect assessment, progression and award on the course e.g. Where referrals or repeat of modules are not permitted in line with the University’s *General Examination and Assessment Regulations for Taught Courses* | The course regulations are in accordance with the University's General Examination and Assessment Regulations (available from the school office or the Registry).

In addition, the following course-specific regulations apply:

**Awards with Merit or Distinction:**

- A Postgraduate Certificate *with Merit* may be awarded if student has achieved an aggregate mark of at least 60%; or *with Distinction* may be awarded if student has achieved an aggregate mark of at least 70%.
- A Postgraduate Diploma *with Merit* may be awarded if student has achieved an aggregate mark of at least 60%; or *with Distinction* may be awarded if student has achieved an aggregate mark of at least 70%.
- A Master of Science *with Merit* may be awarded if student has achieved an aggregate mark of at least 60% with a minimum of 60% in the masters dissertation; or *with Distinction* may be awarded if student has achieved an aggregate mark of at least 70% with a minimum of 70% in the masters project.

Students shall be allowed to take the masters dissertation module only once. In the event that a masters dissertation does not achieve the pass mark, the CEB may make one of the following recommendations:

- The student failed the masters dissertation module with no offer of re-submission, referral or repeat;
- The student failed the masters dissertation module but the candidate may be permitted to re-submit a revised dissertation by a date specified by the CEB and the grade capped at 50%.

The dissertation may only be resubmitted on one occasion and the CEB may require the student to undergo a new viva voce examination.

| Exceptions required by PSRB
These require the approval of the Chair of the Academic Board |