



## SECTION 1: KEY PROGRAMME DETAILS

PART A: PROGRAMME INFORMATION	
Highest Award	MSc Civil Engineering
Interim Award	PGCert Civil Engineering
Interim Award	PGDip Civil Engineering

Awarding Institution	UWE Bristol
Teaching Institution	UWE Bristol
Delivery Location	Frenchay Campus
Study Abroad / Exchange / Credit Recognition	Placement X Sandwich Year X Credit Recognition X Year Abroad X
Faculty Responsible For Programme	Faculty of Environment & Technology
Department Responsible For Programme	FET Dept of Geography & Environmental Mgmt
Apprenticeships	
Mode of Delivery	Full-time

ENTRY REQUIREMENTS	UCAS Tariff Points:  For the current entry requirements see the UWE public website.
For Implementation From	1 Sep 2018
ISIS Code/s	Programme Code H20H12-SEP-FT-FR-H20H12  Other codes: JACS Civil engineering HECoS 100148: Civil Engineering UCAS

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## SECTION 2: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

### PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

#### 1. (Programme) Overview (c. 400 words)

The MSc Civil Engineering programme is a postgraduate course which aims at educating Engineering Professionals with the necessary in-depth scientific and technical knowledge in the broad field of Civil Engineering. The programme is intended to provide students with firm technical bases while nurturing decision-making and leadership potential. It prepares graduates to practice their profession at an advanced level and with a unique exposure to the international environment to better understand global issues of Civil Engineering.

#### 2. Educational Aims (c. 4-6 aims)

The aim of the Faculty's MSc programme in Civil Engineering is to respond to the need for effective engineering and infrastructure practitioners by offering programmes that are an intellectually challenging consisting of a mixture of taught engineering science and experiential learning. The practitioner approach is intended to produce engineers with a strong orientation towards problem solving, underpinned by theoretical knowledge.

This MSc programme is distinguished by a greater emphasis upon critical appraisal of existing ideas and practice, original thought and creative ability.

The educational aims of the faculty's taught postgraduate programmes are:

To provide an intellectual experience of advanced study, underpinned by staff expertise, research and experience;

To enable the student to further and deepen his/her knowledge, understanding and analytical abilities in a stimulating and challenging academic environment;

To prepare the student for further professional development in his/her chosen field;

To offer postgraduate opportunities for part-time students in employment.

The MSc Civil Engineering programme aims to:

Provide students with an enhanced base of knowledge and current and reflective practice necessary to further develop their career in Civil Engineering as a Professional Engineer aiming for Chartered Engineer registration with the Engineering Council;

Enhance specialist knowledge in selected areas of Civil Engineering which build upon studies at the undergraduate level;

Further develop skills of independent learning and critical appraisal;

Develop a broader insight into aspects of Civil Engineering design;

Develop critical insight into broader management issues relating to Civil Engineering in particular and construction in general;

## PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

Provide the opportunity to progress to the next level of study as appropriate.

### 3. Programme and Stage Learning Outcomes (c. 6-8 outcomes)

#### Programme (Learning) Outcomes (POs)

##### Knowledge and Understanding

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|----|--|
| A1 | Selected specialist areas of Civil Engineering to an advanced level                                |
| A2 | Further broadening aspects of Civil Engineering design   |
| A3 | Generic quantitative modelling relevant to Civil Engineering problems                              |
| A4 | Techniques applicable to specific research and advanced scholarship                                |
| A5 | Engineering management issues and decision making relating to Civil Engineering and construction   |
| A6 | The global and social responsibilities of engineers and the environmental impact of their activity |

##### Intellectual Skills

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|----|---|
| B1 | Systematic understanding of general and specialist Civil Engineering knowledge                    |
| B2 | Critical awareness of current problems and/or new insights into the Civil Engineering discipline  |
| B3 | Critical appraisal of contributions of contemporaries   |
| B4 | Critical evaluation of engineering methodologies and where appropriate proposal of new hypotheses |
| B5 | Critical evaluation of current research and advanced scholarship                                  |
| B6 | Significant independent learning  |
| B7 | Originality in the application of knowledge   |

##### Subject/Professional Practice Skills

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|----|--|
| C1 | Address complex issues in Civil Engineering both systematically and creatively           |
| C2 | Make sound judgements in the absence of complete data                                    |
| C3 | Demonstrate self-direction and originality in problem solving                            |
| C4 | Act autonomously in planning and implementing tasks                                      |
| C5 | Communicate effectively to specialist and non-specialist audiences                       |
| C6 | Ability to continue to advance personal knowledge and understanding in Civil Engineering |
| C7 | Ability to develop new skills to a high level  |

##### Transferable Skills and other attributes

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|----|--|
| D1 | Apply a conceptual engineering approach to the solution of complex problems                  |
| D2 | Make decisions in complex and unpredictable situations                                       |
| D3 | Use creativity and innovation in problem solving   |
| D4 | Make management decisions at the strategic and operational levels                            |
| D5 | Use computing and Information Technology Tools in the solution of Civil Engineering problems |
| D6 | Exercise initiative and personal responsibility  |
| D7 | Develop independent learning skills required for continuing professional development         |

**PART B: Programme Structure****1. Structure****Year 1****Year 1 Compulsory Modules**

<b>Code</b>	<b>Module Title</b>	<b>Credit</b>	<b>Type</b>
UBGMSR-15-M	Advanced Construction Materials and Technology 2020-21	15	Compulsory
UBGMTA-15-M	Advanced Soil Mechanics 2020-21	15	Compulsory
UBGMUR-15-M	Advanced Water and Wastewater Engineering Design 2020-21	15	Compulsory
UBLMGW-15-M	BIM in Design Coordination 2020-21	15	Compulsory
UBGMTR-15-M	Bridge Engineering 2020-21	15	Compulsory
UBGMRK-60-M	Masters Project 2020-21	60	Compulsory
UBGMUA-15-M	Non Linear Structural Analysis 2020-21	15	Compulsory
UBLM7A-15-M	Project Management Principles 2020-21	15	Compulsory
UBGMFX-15-M	Transport Infrastructure	15	Compulsory

Engineering 2020-21

**PART C: Higher Education Achievement Record (HEAR) Synopsis**

This programme offers students the opportunity to study aspects of infrastructure with modern techniques where candidates experience a wide variety of civil engineering sub-disciplines. The MSc structure creates highly skilled and technical competent engineers able to plan, design and analyse infrastructure with modern technologies, applying innovative techniques used in industry. The programme structure provides students with (i) Understanding of civil engineering principles at the forefront of sector, (ii) Analysis of civil engineering methods, materials, technologies and processes and (iii) Awareness of civil engineering in a real-world context using laboratory techniques, experimental design and field trips.

**PART D: EXTERNAL REFERENCE POINTS AND BENCHMARKS**

This programme has been prepared and designed with reference to a number of external benchmarks and reference points. These include:

QAA Subject Benchmark Statement for Engineering

QAA Framework for HE Qualifications

The Engineering Council's Accreditation of Higher Education Programmes-UK Standard for Professional Engineering Competence (Third Edition)

The Joint Board of Moderators 2017 Guidelines for Developing Degree Programmes

Civil Engineering Industrial Advisory Board (IAB)

University's Learning and Teaching Strategy and Strategy 2020

The QAA Framework for HE Qualifications defines a programme at Masters level as: "at, or informed by, the forefront of an academic or professional discipline. Students will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems".

The Subject Benchmark Statement for Engineering outlines a set of skills expected of a graduate in an engineering discipline (Section 4 of the Statement refers), while noting that they should be interpreted in the context of the particular engineering discipline which is being studied. These skills map closely to many of the skills contained in the learning outcomes for the proposed programme of study. The MSc in Civil Engineering has been designed to enhance and develop these skills to postgraduate level. In particular this programme requires students to demonstrate skills at a postgraduate level relating to the specification, management and solution of engineering problems. There is also considerable emphasis on the analysis and design of engineering solutions at postgraduate level, and the ability to research and critically evaluate alternative proposals. Consequently, we believe that the MSc award will build on and enhance the skills in the Subject Benchmark Statement for Engineering.

The Engineering Council is a signatory to the Washington and Sydney Accords, which provide a mechanism for mutual recognition by signatory countries of accreditation processes and, by extension, of accredited degrees for CEng and IEng degrees respectively. From the Engineering Council's Accreditation of Higher Education Programmes-UK Standard for Professional Engineering Competence (Third Edition), Masters degrees accredited for further learning varies in nature and purpose. This

## PART D: EXTERNAL REFERENCE POINTS AND BENCHMARKS

Masters degree offers the chance to study in greater depth particular aspects and applications of a broader civil engineering in which graduates hold an honours degree at Bachelor's level in Civil Engineering. The Masters programme provides an opportunity to integrate both technical and non-technical aspects of civil engineering and to develop a commitment to professional bodies, social responsibilities and ethical codes. The weighting given to the six broad areas (Science and Mathematics, Engineering Analysis, Design, Economic, legal, social, ethical and environmental context, Engineering practice, and Additional general skills) as identified from the Engineering Council's Accreditation of Higher Education Programmes-UK Standard for Professional Engineering Competence (Third Edition) for Masters Degrees as accredited as Further Learning to Masters level, fully meeting the educational requirements for CEng are well embedded into all modules for the programme structure.

From the Joint Board of Moderators 2017 Guidelines for Developing Degree Programmes the MSc programme adheres to the JBM core list of modules/subjects from List A (structures, materials and geotechnics) as well as includes both compulsory and optional modules from List B (Environmental Engineering, public health, transport infrastructure engineering and construction management). Additionally, the programme includes the AHEP learning outcomes (Awareness, Knowledge, Understanding, Know-how, Skills and Complex-engineering problems) which are met in all modules.

The Civil and Environmental Engineering cluster maintains a strong, visible and viable link with the civil engineering profession through an active Industrial Advisory Board (IAB). The IAB is chaired by Clive Onions who is a senior engineering consultant with wide ranging industrial expertise. Members of the IAB come from different industrial disciplines that include Local Authority, Environment agency, Water company, structural engineering firm and the Institution of Civil Engineers. The IAB members have been involved in the design process stages of the MSc programme and strongly support it.

### References

Engineering Council (EC) Accreditation of Higher Education Programmes UK Standard for Professional Engineering Competence, Third Edition.

Joint Board of Moderators (JBM) (2017) Guidelines for Developing Degree Programmes January 2018 (Version1-Revision 2).

The Quality Assurance Agency for Higher Education (QAA). (2014) UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards, The Framework for Higher Education Qualifications for UK Degree-Awarding Bodies, October 2014.

The Quality Assurance Agency for Higher Education (QAA). (2015) QAA Subject Benchmark Statement Engineering (February 2015).

## PART E: REGULATIONS

Approved to variant University Academic Regulations and Procedures.

The following variant regulation for condoned credit (E4) applies to students on this award which has been accredited by a PSRB that comes under the auspices of Engineering Council UK.

The variant applied to the September 2020 intake onwards.

- The permitted maximum condoned credit is 30 credits for a Bachelors or Integrated Masters degree and a maximum of 20 credits in a Masters degree.

- The awarding of condoned credit may be considered for an overall module mark in the range 30% to 39%.

- As a consequence Engineering Council UK regulations about the offer of excused credit for modules critical to the awarding of accreditation, excused credit will not be available on this award.

