



University of the  
West of England

**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

Part 1: Basic Data	
<b>Awarding Institution</b>	University of the West of England
<b>Teaching Institution</b>	University of the West of England
<b>Delivery Location</b>	Frenchay Campus
<b>Faculty responsible for programme</b>	Environment and Technology
<b>Department responsible for programme</b>	Geography and Environmental Management
<b>Modular Scheme Title</b>	
<b>Professional Statutory or Regulatory Body Links</b> <i>Name of PSRB</i> <i>Type of approval</i> <b>Dates</b>	
<b>Highest Award Title</b>	BSc (Hons) Civil Engineering Studies
<b>Default Award Title</b>	
<b>Interim Award Titles</b>	BSc Civil Engineering Studies Dip HE Civil Engineering Studies Cert HE Civil Engineering Studies
<b>UWE Progression Route</b>	
<b>Mode(s) of Delivery</b>	Full time/Part time
<b>Codes</b>	<b>UCAS:</b> ISIS2:H20E (FT/PT) H20E13 (SW) H20E
	<b>JACS:</b> <b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	
<b>CAP Approval Date</b>	12 <sup>th</sup> September 2012
<b>Valid From</b>	September 2012
<b>Valid until Date</b>	September 2018
<b>Version</b>	1

## Part 2: Educational Aims of the Programme

This programme is designed for students who are unable to complete their original programme of study, due to failure in one or more core modules. It is intended to provide a flexible opportunity for students to continue to study to degree level in their broad discipline area.

Students may not enroll directly onto this programme.

The following general aims apply:

- To equip students with a range of skills and knowledge that will enable them to embark on graduate careers or further study in higher education.
- To foster in students the interest and ability to become independent life long learners, able to reflect critically both on their practice and that of others.

## Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes	Teaching, Learning and Assessment Strategies
<b>A Knowledge and Understanding</b>	
<p>A Knowledge and understanding of</p> <ul style="list-style-type: none"> <li>• The structure and workings of civil engineering and its associated professions.</li> <li>• Key topics in the area of civil engineering, including structural engineering, ground engineering, highway engineering, fluid mechanics and hydrology.</li> <li>• Methods, modeling techniques, and concepts in civil engineering.</li> <li>• The role of the professional engineer within the broader social context and of environmental and ethical issues relating to their work as an engineer.</li> <li>• The impact of the sustainability agenda on their chosen field of study</li> </ul>	<p>Teaching/learning methods and strategies:</p> <p>Teaching and learning methods are specified in the relevant module specifications and are consistent with faculty practice in other programmes.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject</p> <p>Assessment:</p> <p>A variety of assessment methods will be used. Particular range of assessment methods will depend on module choice.</p>
<b>B Intellectual Skills</b>	
B Intellectual Skills	Teaching/learning methods and strategies:

### Part 3: Learning Outcomes of the Programme

<p>By the end of the programme the student should be able to:</p> <ul style="list-style-type: none"> <li>Analyze and synthesize issues, information, and perspectives relating to different scenarios in civil engineering</li> <li>Approach problem solving creatively effectively and dynamically.</li> <li>Critically appraise and evaluate alternative ideas and solutions.</li> <li>Bring a broad ethical perspective to the profession including environmental and social awareness.</li> </ul>	<p>Intellectual skills are developed in accordance with the module specifications</p> <p>Assessment: A variety of assessment methods will be used. Particular range of assessment methods will depend on module choice.</p>
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#### C Subject, Professional and Practical Skills

<p>C Subject, Professional and Practical Skills</p> <p>By the end of the programme students should be able to:</p> <ul style="list-style-type: none"> <li>Select and use appropriate methods and techniques to analyse / design / develop civil engineering solutions.</li> <li>Appraise the environmental, social and consequences of decisions and designs</li> <li>Use technical equipment (including surveying and laboratory equipment) competently in practical engineering activities.</li> <li>Employ a variety of technical methods of analyzing presenting and interpreting information.</li> <li>Understand and comply with relevant legislation and professional standards pertaining to practice in civil engineering.</li> <li>Demonstrate a clear appreciation of the health and safety responsibilities for a professional engineer working in industry.</li> </ul>	<p>Teaching/learning methods and strategies:</p> <p>A wide range of teaching methods will be used to teach subject, professional and practical skills. These could include, lectures tutorials, laboratory sessions, field trips, work based learning.</p> <p>Individual approaches will be specified in the module specifications</p> <p>Assessment: A variety of assessment methods will be used. Particular assessment methods will depend on module choice.</p>
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#### D Transferable Skills and other attributes

### Part 3: Learning Outcomes of the Programme

D Transferable Skills and other attributes

By the end of the programme the students should be able to:

- Communicate effectively, both verbally and in writing, using a wide range of media.
- Work independently and as part of a team.
- Demonstrate the ability to plan, manage and complete a range of tasks to meet deadlines.
- Read and make appropriate use of academic and professional literature
- Use appropriate information and communication technologies to advance their understanding and command of the discipline area.
- Apply a range a range of ICT tools to the solution of engineering problems.
- Undertake self-appraisal and reflection and formulate plans for continuing professional development.

Teaching/learning methods and strategies:

Transferable skills will be embedded in all modules and will be acquired through a wide range of teaching methods, specifics dependant on module choice.


Assessment:

A variety of assessment methods will be used.

Particular assessment methods will depend on module choice.

## Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a full time student,

<b>ENTRY</b> 	<b>Year 1</b>	<b>Compulsory Modules</b> There are no compulsory modules at this stage of the award	<b>Optional Modules</b> <b>Students must take 120 credits at level 1 and can choose any module from the following programmes, subject to any prerequisites that may apply.</b> BEng Civil and Environmental Engineering BSc River and Coastal Engineering BSc Construction Management	<b>Interim Awards</b> <b>Cert HE Civil Engineering Studies</b> 120 credits, of which not less than 100 are at Level 1 or above
	<b>Year 2</b>	<b>Compulsory Modules</b> There are no compulsory modules at this stage of the award	<b>Optional Modules</b> <b>Students must take 120 credits at level 2 and can choose any module from the following programmes, subject to any prerequisites that may apply.</b> BEng Civil and Environmental Engineering BSc River and Coastal Engineering BSc Construction Management BSc Climate Change and Energy Management BSc Geography and Environmental Management	<b>Interim Awards</b> <b>Dip HE Civil Engineering Studies</b> 240 credits, of which not less than 100 are at Level 2 or above and a further 120 are at Level 1 or above.
<b>Year Out:</b> Students on this programme can choose to take an optional placement year. Students who select this option are required to take UBGLVX-15-3 Placement.				

Year 3	<p>Compulsory Modules There are no compulsory modules at this stage of the award</p>	<p>Optional Modules <b>Students must take 120 credits at level 3 and can choose any module from the following programmes, subject to any prerequisites that may apply.</b> BEng Civil and Environmental Engineering BSc River and Coastal Engineering BSc Construction Management BSc Climate Change and Energy Management BSc Geography and Environmental Management</p>	<p>Interim Awards <b>BSc Civil Engineering Studies</b> 300 credits with at least 60 credits at level 3, plus a further 100 credits at level 2 or above and a further 120 credits at level 1 or above  Highest award <b>BSc (Hons) Civil Engineering Studies</b> 360 credits, of which at least 100 must be at Level 3 or above, at least a further 100 at Level 2 or above and a further 140 at Level 1 or above.</p>
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## GRADUATION

**NB: For part time mode of delivery provide a diagram to demonstrate the student journey from entry to graduation for a typical part time student**

<b>Part 5: Entry Requirements</b>
<p>The University's Standard Entry Requirements apply with the following additions/exceptions*:</p> <p>Registration on this award is not permitted without prior registration on a programme of study within the Dept of Geography and Environmental Management.</p>

<b>Part 6: Assessment</b>
<p>Approved to University Regulations and Procedures</p>
<b>Assessment Map</b>
<p>An assessment map cannot be completed, as the diet of assessment is dependent on module choice. :</p>

## Part 6: Assessment

### Assessment Map for BSc Civil Engineering Studies

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
<p><b>Instructions:</b> Add the Component (A or B) to the appropriate column for each Module Number and add the weighting for that assessment in brackets (as per the examples given)</p> <p>Add further columns as necessary*</p>		Module No									
		Module No									
Compulsory Modules Level 1	Module No										
	Module No										
	Module No										
	Module No										
Compulsory Modules Level 2	Module No										
	Module No										
	Module No										
	Module No										
Compulsory Modules Level 3	Module No										
	Module No										
	Module No										
	Module No										
Optional Modules Level 2	Module No										
	Module No										
	Module No										
	Module No										
Optional Modules Level 3	Module No										
	Module No										
	Module No										
	Module No										

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

## Part 7: Student Learning

### Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable

## Part 7: Student Learning

learning outcomes to be achieved and demonstrated.

On the BSc Civil Engineering Studies programme teaching is a mix of scheduled, independent and placement learning.

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in laboratories. Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices made.

**Placement learning:** may include a practice placement, other placement, year abroad. This constitutes an average per level as indicated below.

### Description of Distinctive Features and Support

This programme is designed to enable students who cannot continue on their original programme of study to transfer all accumulated relevant credit. Such students will be able to transfer all relevant credit to the new programme, and, as far as is possible, the students, guided by the Programme Manager, will have the opportunity to choose a coherent set of modules that will allow them to progress at each level in relation to knowledge and understanding, cognitive, subject specific and study skills.

Module pre-requisites and excluded combinations may limit the choices that are open to students.

This programme aligns with the Faculties teaching and Learning Strategy which in turn is aligned with the University's vision mission and strategy, and is designed in accordance with the principles of INSPIRE. The programme supports the faculty's aim to provide a high quality undergraduate experience by ensuring the curricula is dynamic, responsive, contemporary and relevant.

Students studying this programme will be supported in their module choice by programme managers and/or where relevant Academic Personal Tutors, whose aim is to ensure that all graduates undertake a coherent, programme of study that is relevant to their individual academic interests and aspirations.

## Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

QAA subject benchmark statements

The programme draws on the benchmark statements in Engineering. Details are set out in the learning outcomes set out above.



## Part 8: Reference Points and Benchmarks

### University strategies and policies

This programme aligns with the Faculties teaching and Learning Strategy which in turn is aligned with the University's vision mission and strategy, and is designed in accordance with the principles of INSPIRE. The programme supports the faculty's aim to provide a high quality undergraduate experience by ensuring the curricula is dynamic, responsive, contemporary and relevant.

### Staff research projects

Staff responsible for the teaching of structures, environmental and management subjects have an established research and consultancy base. This allows them to bring latest issues into the syllabus.

### Employer interaction and feedback

The course team have excellent links with local employers who advise the course team on the content and structure of the programme through an Industrial Advisory Board on which a range of local and national employers and professional body representatives sit.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.