



Programme Specification

Energy Technology and Management {Foundation} [GCET]

Version: 2024-25, v2.0, Validated

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Energy Technology and Management {Foundation} [GCET]

Highest award: BSc (Hons) Energy Technology and Management

Interim award: BSc Energy Technology and Management

Interim award: DipHE Energy Technology and Management

Interim award: CertHE Energy Technology and Management

Awarding institution: UWE Bristol

Affiliated institutions: Global College of Engineering and Technology (GCET)

Teaching institutions: Global College of Engineering and Technology (GCET)

Study abroad: No

Year abroad: No

Sandwich year: Yes

Credit recognition: No

School responsible for the programme: CATE School of Architecture and Environment, College of Arts, Technology and Environment

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Full-time, Sandwich

Entry requirements: Thanawiya amma (General Secondary School Certificate) or the one year certificate with an overall mark of 70%, or above

Thanawiya amma (General Secondary School Certificate) with an overall mark of 65% or above PLUS a mark of over 60% in each stage of the GCET Foundation Studies Programme

PLUS

A minimum overall score of IELTS 5.5, or equivalent

Further details of entry requirements for applicants holding the IB Diploma or A Levels can be found at

<http://www1.uwe.ac.uk/whatcanistudy/applyingtouwe/undergraduateapplications/entryrequirements.aspx>

Applicants holding more advanced qualifications may be considered for entry to the programme with advanced standing on an individual basis

For implementation from: 01 September 2022

Programme code: J91000

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The programme is inter-disciplinary in its design and enables students to develop an understanding of the trends, policy and action relevant to energy systems today. It introduces students to key stages of the energy system, from generation and distribution, to storage and use. Students will be equipped with the knowledge and skills needed to understand the drivers, complexities and innovations of each stage and will be introduced to practical examples and a variety of national and global case studies. The programme identifies the importance of taking climate action and draws out the wide-ranging change that is underway across the world to transition away from hydrocarbons and to move towards a sustainable and zero carbon future. The programme considers the nature of this necessary change across all parts of the energy system, with this action targeting a multitude of domains and sectors across a range of spatial scales. Students will gain an understanding of the approaches used to gather, analyse and visualise energy data (e.g. through big data analytics), with a view to enhancing energy efficiency and improving demand-side management on small and large scales. Students will be introduced to current and emerging energy technologies, and to the type of professionals and innovators that are involved with their development and application. In addition to gaining an

understanding of the science and technology underpinning this infrastructure, students will also be introduced to the steps for planning, delivering and managing energy projects. These projects can be large, complex and potentially contentious, so students will also be introduced to the importance of site design and location, environmental assessment, and stakeholder engagement. Students will also be introduced to the processes through which projects are funded, and the wide-ranging roles and responsibilities that different groups and actors have for ensuring project success (including end energy consumers).

Features of the programme: The programme responds to the needs of a widening range of vocations related to energy. These roles include those aligned to the development of energy technology, policy formulation and implementation, and the operation and management of energy systems. The programme will also be relevant to those students wishing to develop careers in the broader climate change and sustainability sector, including those linked to resource and environmental management.

The programme aims to produce graduates who will contribute effectively to interdisciplinary teams in a wide range of sectors. Such a goal will be supported by the programme's broad commitment to both knowledge and skill development, with students gaining competencies from the formulation and application of policy, to an understanding of the science and technology that underpins energy infrastructure.

Educational Aims: The programme aims to provide an academically rigorous and intellectually stimulating environment that is intended to develop graduates who:

Recognise the global priorities that exist for sustainable energy, and the nexus that energy has with other sustainable goals and challenges.

Identify the economic, policy and regulatory frameworks through which energy investments are channelled, and the processes through which energy projects are appraised, consented and delivered.

Evaluate options for the generation, distribution, storage and utilisation of energy and

make recommendations for transitioning towards a zero-carbon world.

Consider the form that future energy infrastructure will take and appraise the potential social, economic and environmental implications that selected interventions or technologies could give rise to.

Articulate the opportunities and challenges for improving energy efficiency across a variety of sectors and spatial scales.

Understand science and technology relevant to the design and application of energy systems, and be able to interpret and recommend technical designs.

Identify and exhibit professional attributes commensurate with those who work in the field of energy and environmental management

Pursue independent study, research and investigations to undertake enquiry into novel and unfamiliar concepts.

Communicate and operate effectively either as individuals or as members of a team.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

- PO1. Recognise the global priorities that exist for sustainable energy, and the nexus that energy has with other sustainable goals and challenges.
- PO2. Identify the economic, policy and regulatory frameworks through which energy investments are channelled, and the processes through which energy projects are appraised, consented and delivered.
- PO3. Evaluate options for the generation, distribution, storage and utilisation of energy and make recommendations for transitioning towards a zero-carbon world.

- PO4. Consider the form that future energy infrastructure will take and appraise the potential social, economic and environmental implications that selected interventions or technologies could give rise to.
- PO5. Articulate the opportunities and challenges for improving energy efficiency across a variety of sectors and spatial scales.
- PO6. Understand science and technology relevant to the design and application of energy systems, and be able to interpret and recommend technical designs.
- PO7. Identify and exhibit professional attributes commensurate with those who work in the field of energy and environmental management.
- PO8. Pursue independent study, research and investigations to undertake enquiry into novel and unfamiliar concepts.
- PO9. Communicate and operate effectively either as individuals or as members of a team.

Assessment strategy: The assessment strategy has been designed to test the programme learning outcomes and includes a mix of different assessment types. These include reports and essays, examinations, presentations and design projects. A dissertation is included as a capstone project at year three.

The programme includes the following assessment formats:

Academic essays to enable students / apprentices to demonstrate academic research, inquiry, reflection, and thoughtful argumentation underpinned by academic robustness.

Presentations to allow demonstration of effective communication skills, interpersonal skills, confidence, professional presentation skills, and controlled assessment consideration of knowledge and understanding

Reports and practice submissions to allow demonstration of professional research, inquiry, reflection, and effective argumentation underpinned by practice robustness.

Portfolio submissions to enable holistic assessment of both practice and professional

skills, knowledge and understanding including design/visual skills.

Assessment will include requirements for both independent and group based work, supporting demonstration of personal and professional skills such as self-reliance, negotiation, mediation, advocacy, independent study, inter-personal skills, project management, and presentation skills (written, visual, and oral).

A core concept underpinning the programme is the intention to create graduates with academic and professional knowledge and understanding, but also practice competence and personal/professional skills.

The assessment strategy is key to the enabling of this, with assessments balancing the academic needs of Higher Education study with the ability to require students / apprentices to create practice orientation assessment outputs which demonstrate professional ability and competencies. As noted above, graduates will not only understand their subject and discipline, they will also have the skills and abilities required to work effectively within organisations aligned with energy technology and management.

The assessment strategy further requires students / apprentices to demonstrate technological skills and the use of a range of software packages.

The programmatic approach to assessment ensures that across the programme of study the full range of assessment formats are mapped appropriately. Modules will provide opportunities for formative support and guidance and set clear expectations with respect to both formative and summative forms of assessment. Opportunities will be provided for students to gain feedback from staff and, where appropriate, programme peers.

Student support:

Part B: Programme Structure

Year 1

Students must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules

Students must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UBGMPPR-30-0	Environment and Sustainability 2024-25	30
UFMFBG-30-0	Foundation Mathematics: Algebra and Calculus 2024-25	30
UFMFAG-30-0	Foundation Mechanics 2024-25	30
UBLMPA-30-0	Foundation Year Project 2024-25	30

Year 2

Students must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules

Students must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UFMFN3-30-1	Design, Materials and Manufacturing 2025-26	30
UFMFF3-15-1	Energy and Thermodynamics 2025-26	15
UBGLR1-30-1	Energy: Systems, Trends and Policies 2025-26	30
UBGMJ9-30-1	Environmentalism, Society and Governance 2025-26	30
UBGMHM-15-1	Sustainable Technologies 2025-26	15

Year 3

Students must take 120 credits from the modules in Year 3.

Year 3 Compulsory Modules

Students must take 105 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UBLMMU-30-2	Energy Conservation in the Built Environment 2026-27	30
UBLMH8-15-2	Energy Transformations 2026-27	15
UBGLS1-15-2	Energy: Planning and Assessment 2026-27	15
UBGMU9-15-2	Project and Risk Management 2026-27	15
UBGMKR-30-2	Researching Environmental Technology and Management 2026-27	30

Year 3 Optional Modules

Students must take 15 credits from the modules in Optional Modules.

Module Code	Module Title	Credit
UBGMWJ-15-2	People and Nature 2026-27	15
UBLLYF-15-2	Sustainability and Energy Simulations 2026-27	15

Year 4

Full time students must take 120 credits from the modules in Year 4.

Sandwich students must take 15 credits from the modules in Year 4.

Year 4 Compulsory Modules (Full time)

Full time student must take 120 credits from the modules in Compulsory Modules (Full time).

Module Code	Module Title	Credit
UBLMGP-15-3	Energy Management and Performance Evaluation 2027-28	15

UFCF95-15-3	Entrepreneurial Skills 2027-28	15
UBGMQD-30-3	Extended Independent Project 2027-28	30
UBGLY9-15-3	Infrastructure Design and Implementation Project 2027-28	15
UBGMYQ-15-3	Professional Experience 2027-28	15
UBGMME-30-3	Water and Energy Futures 2027-28	30

Year 4 Compulsory modules (Sandwich)

Sandwich student must take 15 credits from the modules in Compulsory modules (Sandwich).

Module Code	Module Title	Credit
UBGLVX-15-3	Placement 2027-28	15

Year 5

Sandwich students must take 105 credits from the modules in Year 5.

Year 5 Compulsory Modules (Sandwich)

Sandwich students must take 105 credits from the modules in Compulsory modules (Sandwich).

Module Code	Module Title	Credit
UBLMGP-15-3	Energy Management and Performance Evaluation 2028-29	15
UFCF95-15-3	Entrepreneurial Skills 2028-29	15
UBGMQD-30-3	Extended Independent Project 2028-29	30
UBGLY9-15-3	Infrastructure Design and Implementation Project 2028-29	15
UBGMME-30-3	Water and Energy Futures 2028-29	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

This programme responds to the global challenge for tackling climate change and to the need for developing new and innovative energy technologies that can effectively deliver a sustainable and zero carbon future. The programme develops an understanding of energy systems, and the trends, policies and actions that are transforming the generation, supply, storage and use of energy at a range of spatial scales. The programme is interdisciplinary with equally strong emphasis on integrated learning from and about how to conduct rigorous academic research and how it can be applied in practice. Professional, self-reflective skills are central to this programme which is designed to produce highly employable graduates.

The graduates of the Sandwich study mode in this programme have developed a diverse set of employability skills through the use of a substantive work-based experience and demonstrate an understanding of the connection between academic learning and professional practice.

Part D: External Reference Points and Benchmarks

Given its broad nature, the programme has been informed by the knowledge, understanding and skills presented by a variety of Benchmark Statements, including the following:

Earth sciences, environmental sciences and environmental studies (2019)

Engineering (2019)

Geography (2019)

Land, Construction, Real Estate and Surveying (2019)

Town and Country Planning (2019)

With respect to skills, the programme has sought to incorporate a variety of subject-based skills, such as those relating to academic research and professional investigation; collecting, analysing, evaluating and synthesising data; the identification and articulation of issues relating to energy technology and environmental management; the translation of theory and knowledge into practical policies and actions; creative problem-solving skills and making propositions for action; and communicating with multi-disciplinary professionals and diverse

stakeholder groups.

With respect to generic skills, the programme has sought to develop capabilities relating to preparing and presenting arguments; numeracy and use of statistical and quantitative data; numeracy and use of statistical and quantitative data; critical reflection with an understanding of the need for lifelong learning; managing and producing work to time on an individual basis; and working effectively in and with groups.

The programme is also lead by UWE's core principle of 'Advancing knowledge, inspiring people, transforming futures' and the guiding principles contained within Strategy 2030. Regard has also been had to UWE's Graduate Attributes Framework and the prompts for developing graduates that are self-reliant and connected; ready and able; enterprising; globally responsible; and future-facing.

Programme development has also been informed by the principles of Education for Sustainable Development and will also compliment and include the Sustainable Development Goals.

Part E: Regulations

Approved to University Regulations and Procedures.

It is the Award Board's responsibility to determine whether the student's attainment at FHEQ Level 3 is sufficient to progress to Level 4.