Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton
School / Institute:	School of Architecture and Built Environment
Course Code(s):	CV021P01UV Full-time 18 Months
Course Title:	MSc Civil Engineering Management with Professional Practice Placement
Hierarchy of Awards:	Master of Science Civil Engineering Management Postgraduate Diploma Civil Engineering Management Postgraduate Certificate Civil Engineering Management University Statement of Credit University statement of credit
Language of Study:	English
Date of DAG approval:	10/Sep/2020
Last Review:	
Course Specification valid from:	2020/1
Course Specification valid to:	2025/6

Academic Staff

Course Leader:	Dr Suresh Renukappa
Head of Department:	Mr Peter Mills

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

A minimum of 2:2 honours degree in a Civil Engineering, Construction, Management or appropriate discipline is normally required.

Applicants with substantial professional experience in related fields with a qualification equivalent to at least Higher National Certificate/Diploma will also be considered. These candidates will need to produce evidence of the professional experience (ie. references, portfolio of projects, etc.), and will have to attend an interview.

Minimum English competency is the standard MSc entry: IELTS entry criteria to be an overall score of 6.5 with no less than 6.0 in any aspect.

Distinctive Features of the Course:

This course has been designed for students that have a CEng accredited BSc/BEng and wish to undertake a broadening MSc in order to expand their horizons to management and planning aspects of built environment operations. On the other hand students from non-Civil Engineering backgrounds, who wish to register on the course, will be exposed to subject areas such as environmental and transportation engineering in order to develop expertise to Civil engineering related disciplines.

The course has a blend of technical and management related modules that combine analytical and theoretical elements, which equip the students with the qualities that will allow them to demonstrate understanding of current engineering practices.

In order to achieve the above, the programme will be supported by activities that have been designed following collaboration with university partners, research centres and professional institutions".

Finally, by the implementation of a real-life integrated project within a team-working environment the students will have the opportunity to gain experience and develop skills that will prepare them for further professional progression.

For the Professional practice award, students will be provided with an opportunity to secure a work placement, giving students an experience of the workplace environment to put their learning into practice. Students' will be required to complete an additional module '7CN031: Professional Practice Placement' and produce a reflective learning portfolio to demonstrate tasks undertaken, experience and professional competencies gained during the placement.

NOTE: Placements are offered on a competitive basis, as determined by the employers, but are not guaranteed. Placements may be paid or unpaid and enhance the students' employability

Educational Aims of the Course:

This course aims to broaden your knowledge and understanding of a range of aspects of civil engineering management practice and their limitations such as social, economic and environmental risk analysis. In addition, you will develop your management skills related to working within the construction profession in

particular critically analysing management and business practices applied to the field of Civil Engineering.

Intakes:

September
January

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2021/2	H	Full Time	£7278.00
2021/2	Overseas	Full Time	£14950.00
2022/3	H	Full Time	£8883.00
2022/3	Overseas	Full Time	£15450.00

PSRB:

None

Course Structure:

January (Full-time)

Module	Title	Credits	Period	Type
7ET022	Research Methods and Professional Skills	20	SEM2	Core
7CV004	Transport Systems Engineering	20	SEM2	Core
7CN001	Advanced Project Planning and Control	20	SEM2	Core
7CN031	Professional Practice Placement	20	SEM3	Core
7CN018	Financial Management of Projects	20	SEM3	Core
7ET023	Dissertation	60	CRYRA	Core

January (Full-time)

Module	Title	Credits	Period	Type
7AT003	Building Information Modelling (Theory and Application)	20	SEM1	Core
7CV005	Sustainable Engineering	20	SEM1	Core

September (Full-time)

Module	Title	Credits	Period	Type
7AT003	Building Information Modelling (Theory and Application)	20	SEM1	Core
7CV005	Sustainable Engineering	20	SEM1	Core
7ET022	Research Methods and Professional Skills	20	SEM2	Core
7CV004	Transport Systems Engineering	20	SEM2	Core
7CN001	Advanced Project Planning and Control	20	SEM2	Core
7CN031	Professional Practice Placement	20	SEM3	Core
7CN018	Financial Management of Projects	20	SEM3	Core
7ET023	Dissertation	60	CRYRA	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

Section 3.4.2 - Exemption to extend the maximum period of registration to three years, with a normal duration of 18 months (or three semesters), in full-time mode of study.

Section 5.1.1 - Exemption to exceed the standard credit requirements for a Master's Degree, increasing to a minimum of 200 credits, in order to include a 20 credit placement module.

Section 5.6.1 - Exemption to exclude placement modules from the criteria for classification of a Master's Degree.

Effective date: September 2020.

APPROVED (by Chair's Action on 26/6/2020).

Section 4.3.3 - Exemption in accordance with the standards of the Professional Body. Students are permitted one additional re-sit attempt only.

Effective Date: September 2021

APPROVED at AFRSC meeting on 22/04/2021.

Reference Points:

The Accreditation of Higher Education Programmes, UK Standard for Professional Engineering Competence, Third edition, 2014, (AHEP3).

Joint Board of Moderators Accreditation Guidance and Documentation.

Cognisance made of Engineering Council UK-Spec 2013.

QAA National Qualifications Framework

QAA Subject Benchmark Statement for Engineering

School E&D policy

Equality Act (2010)

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
PGCERT01 Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: (a) to evaluate critically current research and advanced scholarship in the discipline (b) to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.	
PGCERT02 Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.	
PGCERT03 Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.	
PGCERT04 Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.	
PGCERT05 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.	
PGCERT06 Demonstrate the qualities and transferable skills necessary for employment requiring: (a) the exercise of initiative and personal responsibility (b) decision-making in complex and unpredictable situations (c) the independent learning ability required for continuing professional development.	
PGDIP01 Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: (a) to evaluate critically current research and advanced scholarship in the discipline (b) to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.	
PGDIP02 Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge	

Learning Outcomes	Modules
and understanding and to develop new skills to a high level. **PGDIP03** Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.	
PGDIP04 Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.	
PGDIP05 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.	
PGDIP06 Demonstrate the qualities and transferable skills necessary for employment requiring: (a) the exercise of initiative and personal responsibility (b) decision-making in complex and unpredictable situations (c) the independent learning ability required for continuing professional development.	
MA01 Conduct research or advanced technical or professional activity; design and apply appropriate research methodologies and communicate results of research to peers; and accept accountability in related decision making including use of supervision.	
MA02 Deal with complex issues and make sound judgments in the absence of information; able to integrate knowledge of new and emerging technology, mathematical and computer models; and demonstrate understanding across the whole degree programme.	
MA03 Ability to exercise leadership within an effective team environment while analysing and recognising the contributions of individuals and demonstrate understanding of current engineering practice	
MA04 Manage, appraise, critique and update a plan of work to reflect a changing operating environment and make evaluate the commercial risks.	
MA05 Demonstrate knowledge, skills and understanding of management and business practices and a wide range of engineering materials and components.	
MA06 Ability to apply innovative design processes in unfamiliar situations and engineering techniques in a range of commercial and industrial constraints.	

Teaching, Learning and Assessment:

- Attending, taking notes and asking questions in lectures,
- Using audio-visual learning materials
- Carrying out supervised practical work
- Discussing with fellow students and academic staff in seminars and workshops
- Discussing with academic staff in tutorials
- Reading articles, chapters and books
- Accessing appropriate sites on the internet
- Field trips to towns or cities, visiting buildings, construction sites and observing work in progress
- Interact with industry and industry professionals
- Interaction with the professional body
- Preparing appropriate documentation, to industry standards, including plans, specifications, cost

information, based on realistic construction projects
- Performing group exercises and projects
- Making oral presentations
- Preparation of professional standard reports
- Supervised practical work such as surveying and laboratory tests
- Engaging in discussion with academic staff and fellow students in seminars, workshops and tutorials
- Preparing for examinations
- Using computer software for analysis and design
- Problem solving exercises, closed and open ended problems
- Information retrieval from articles, books and journals for assessment
- Critical examination of data

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

University provided support:

As well as providing general counselling support the University Counselling Service provides short courses on topics such as "Self Confidence", "Stress Management and Relaxation" and "Life Skills". They also provide study skills and academic support, providing short courses such as provide help in areas such as "Writing and Assignment Skills", "Exam Techniques", "Enhancing Professional Skills", "Personal Development Planning" and "Making Choices for the Future.

University Learning Centres provide general academic skills support to all students. You can make an appointment with a study skills advisor for advice on areas such as academic writing, assignment planning, exam preparation, and time management. In addition, there is a regular timetable of drop-in and bookable workshops covering information and digital literacy skills, including academic referencing. FSE students are supported by a designated subject librarian who is available to support research and project work.

Course support:

At the start of your course you will be assigned a Personal Tutor who will guide you through the induction process and provide support and academic counselling throughout your course on an appointment basis. They should be able to offer you advice and guidance to help you liaise with other staff and support facilities in the School and University.

The Student Support Advisers (SSA) provides academic counselling and will be accessible throughout the week on a drop-in or appointment basis to discuss timetables, requests for extensions, requests for extenuating circumstances, general concerns about study and student life and general programme planning. The SSA will act as a first point of contact in relation to leave of absence (including returning after leave), withdrawal, transferring to another course (internal and external) and changes to mode of attendance. Your Course Leader will be available thereafter for meetings by appointment to discuss leave of absence, withdrawal, transferring to another course (internal and external), changes to mode of attendance, returning

after leave of absence and direct entrants.

Subject support:

Tutorials, workshops, seminars and meetings - provide the primary opportunities for students to interact with staff on topics relating to modules. All modules provide at least one of these forms of face-to-face support.

Formative feedback - tutors provide personalised written feedback on most summative assessments. The mechanism for feedback from purely formative tasks varies between assessments, but will always be provided in some form. Online formative tasks often provide feedback straight away. On occasions tutors may provide generalised verbal feedback to the whole class on points relating to an assessment

Assessment and subject-based surgeries provide additional student support for subjects that students often need extra help with. They are often concentrated around the times when assessments take place. Revision sessions are provided for many modules that have exam-like tests and enable you to interact with tutors to review parts of the course. Mock exams and tests may provide opportunities to experience an examination environment before the final summative test and give you feedback on your understanding.

International Students:

The International Centre will provide pre and post entry visa and immigration support and advice on and arrange for the necessary paperwork to be submitted to UKBA. They will also provide appropriate University Induction support on arrival and be a point of contact for international students throughout their stay here. A range of social and cultural activities arranged by the International Centre will also promote the integration of international students into the whole of the University's learning community. English language support is also available through the international language centre in the University.

The University complements this by supporting your learning through the provision of generic study skills including communication and how to write academic assignments. In addition, there will be opportunities to develop your information seeking and information management skills. These may be in the form of seminars or workshops delivered by LIS staff and embedded into the curriculum or by following the programme of "InfoBite" workshops available in the Learning Centres.

Assessment methods

Most modules on your course will be assessed by a portfolio containing samples of work that demonstrate what you have accomplished. This is a good way to assess learning and development that is illustrated by multiple examples of work, opportunities for self-assessment and reflection chartering over a period of time. Tasks set relate to outcomes being assessed thus documenting evidence of development towards mastering the identified outcomes and skills. Portfolios enhance the assessment process by demonstrating a range of skills and understanding of the subject area by a student. Some portfolios are sometimes called Learning Journals.

A portfolio consists of a set of items that provide evidence of your learning accomplishments and are accompanied by with a short written reflection. Your portfolios, especially your reflection statements may be useful to demonstrate to potential employers, what you have gained from your course and the things that you are capable of producing. The exact contents of each portfolio will differ between modules. For example, practical modules may include a product that you have developed such as a piece of software, a CAD model or a physical prototype. Other more theoretical modules may contain results from test or examinations. The only common element between all portfolios is the written reflection.

Portfolios may consist of both formative and summative work. Formative assessments provide feedback and are not used in the grading process. Their purpose is to provide both tutors and students with a gauge of progress. All modules on your course will contain some formative assessments. Summative assessments are used in the grading process. Most summative assessments (with a notable exception of exams) also have a formative aspect to them in that tutors provide written feedback on the work. Students should use this

feedback to improve their performance on future assessments. Feedback on an assessment on one module may help with assessments on other modules as well as further assessments on that module.

Assessment methods are closely linked to the learning and teaching approaches used, thus each module will differ in the assessment methods adopted, giving you opportunities to demonstrate your accomplishments in different ways.

Below are examples of the types of assessments that may be required for your portfolios:

Assignments – task based and report based assignments. Coursework frequently requires the writing of reports documenting the development of solutions. It is frequent practice to ask students to reflect on your learning experience as part of the coursework.

Case studies – based on realistic scenarios. Analysis, application and evaluation skills are developed via case studies as appropriate for the topic areas.

Practical exercises – tutorials and workshop sessions. These aid understanding and application of knowledge using a variety of software tools within practical settings in workshops as well as assessing depth and breadth of understanding and application of subject knowledge. Practical exercises are the primary mechanisms for assessing analysis and evaluation. The tasks undertaken involve well-defined problems with varied level of complexity.

Formal presentations - you may be required to present your work to a group of tutors or to the rest of the class. This may be a demonstration of practical work or may present the results of a study. These are an important way of assessing your communication skills.

Time-Constrained Assessments (tests) - may follow a traditional examination format or on-line alternatives. They are used to ensure breadth of knowledge has been acquired. Time controlled assessments (TCA) and examinations, some of which are case study based, emphasise application of knowledge and skills.

Individual Project Work - you will choose your own individual project topic and work individually on a large task. This work will be supported by regular meetings with a named project supervisor. Assessments will also focus on skills such as team working, time-management and developing Continuing Professional Development (CPD) awareness, as well as discipline-specific skills related to the analysis, design, development, implementation, testing and evaluation of systems. Typical tasks include: production of technical documentation, reports for differing target audiences, presentations, demonstrations and viva, allowing assessment of the breadth and depth of knowledge, analysis and synthesis, communication, and evaluation within the subject area. Some modules that require formal examinations for professional body accreditation may be assessed by exams or a combination of exams and portfolio.

Employability in the Curriculum:

Graduates from the course will have employment opportunities under a variety of civil engineering, construction management or related disciplines.

These opportunities will arise from consultancies, government agencies, local government, contractors, financial institutions, developers.

The addition of 7CN031: Professional Practice Placement, which is a module in the ‘Sandwich’ provision, will embed employability in this course by allowing students to undertake a placement with an employer.

International graduates will have employment opportunities in similar governmental authorities and civil engineering companies within their respective countries. They will also have the opportunities to work on Donor community funded project in their respective countries.

Graduates from the MSc programme will have the opportunity to further their studies to higher degrees (e.g. PhD).