D2B1-CIE Master of Engineering in Civil Engineering

PROGRAMME DETAILS
Programme Code: D2B1-CIE
Department: Civil Engineering
Main Award: MENG - Master of Engineering
Full Award Title: Master of Engineering in Civil Engineering
Level: Undergraduate

LOCATION OF STUDY

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ACCREDITATION

Joint Board of Moderators of Institution of Civil Engineers and Institution of Structural Engineers

LEARNING OUTCOMES – SUBJECT MASTERY

Understanding, Knowledge and Cognitive Skills

- fundamentals of the main civil engineering disciplines (structures, water engineering, geotechnics, highway engineering) and associated technologies.
- management and business practices which form the basis of modern civil engineering management.
- fundamentals of Mathematics and Science as applicable in the context of civil engineering.
- comprehensive understanding and knowledge of the concepts, principles and theories of specialist technical issues, as selected by the student to meet their professional aspirations.
- transfer problem-solving skills to a variety of contexts
- integrate theory and practice
- apply numerical, scientific and management skills

Scholarship, Enquiry and Research (Research Informed Learning)

- conduct and analyse results from laboratory exercises relevant to the science of engineering
- ability to plan, conduct and report a self directed research project
- transfer problem-solving skills to a variety of contexts
- apply numerical skills and engineering knowledge in the analysis of a novel problem.
- integrate theory and practice

LEARNING OUTCOMES – PERSONAL ABILITIES

Industrial, Commercial and Professional Practice

- appreciate the roles of the Civil/Structural Engineer in the construction of the Built Environment
- appreciate the roles of other professions in the Built Environment.
- systems planning and structural design, using British and International Standard codes of practice.
- management and business practices which form the basis of modern civil engineering management.
D2B1-CIE Master of Engineering in Civil Engineering

- the ethics and standards relevant to professional engineering practice.
- framework and practice with regard to health and safety

**Autonomy, Accountability and Working With Others**

- work effectively within a small team.
- interact constructively with other professions in the Built Environment in a multi-disciplinary team
- the social and environmental impact of civil engineering (MEng).
- Experience an international perspective on engineering and engineering education

**Communication, Numeracy & Information and Communications Technology**

None

**APPROACHES TO TEACHING AND LEARNING**

The overall approach in the programme to teaching and learning is a student-centred one, which is designed to encourage students to take increasing responsibility for their own learning and development as the programme progresses.

The requisite competencies related to Subject Mastery are acquired and developed through lectures, tutorials, group work and laboratory exercises, supplemented by case studies and industrial projects. The practical component of the programme reinforces the development of subject-specific skills through a combination of design projects, laboratory work, computer-based learning and design packages, a programme of site and field visits and industrial experience. Resources such as web-based materials are used to enhance lecture and practical programmes.

Personal Abilities are developed primarily through the Personal Development Programme. During the programme PDP moves gradually away from a staff-structured discipline and increasingly becomes student-determined. PDP is structured around individual professional development portfolios and is developed by, for example, seminars, workshops, student-led seminars, small group meetings, one-to-one sessions, self study projects and practical experience. Communication skills are developed as a course in Stage One, but such skills are reinforced throughout the programme, as part of PDP and activities such as project and design work presentations to staff, students and practising engineers.

Approaches to teaching and learning are continually reviewed and developed with the aim of matching them to the abilities and experiences of students, with regard also for the subject area. Specific details about teaching and learning methods are provided in the appropriate course descriptors.

The interaction between the CE disa[ine programmes may be explained as follows:
EDUCATIONAL AIMS OF THE PROGRAMME

The programme aims to:

- provide students with a broad understanding of a wide range of aspects of the built environment
- equip students with a sound basis in fundamental engineering principles and their application in the context of design and analysis.
- match a professional and technical education to the needs and aspirations of individuals.
- produce high quality graduates with the understanding, knowledge, skills and personal qualities required to undertake a wide range of careers across the construction industry in building, general contracting, consultancy or advanced research.
- develop problem-solving and conceptual skills and the ability to apply such skills to solve real design and decision problems.
- enable students to undertake complex engineering projects of a multidisciplinary nature and of direct relevance to industry.
- encourage awareness of the engineering industry and the development of professional competencies through the Professional Development Programme.
- ensure students have an awareness of the importance of safety in construction, the methodologies for addressing it and the legislative framework for its enforcement.
- provide a thorough grounding in principles of sustainability, an understanding of approaches to minimise environmental impact, and the means of estimating such impacts.
- provide students with the opportunity to transfer between any of the Department's programmes during years one or two, as their interests and aspirations develop.
- offer an educational environment which satisfies academic requirements for Chartered Engineer status and Membership of The Institution of Civil Engineers.
- enable suitably qualified students to undertake a period of study through an appropriate organisation in Europe or North America

ASSESSMENT POLICIES

The assessment policy for the programme incorporates a range of assessment types. Formative tests are scheduled during courses to provide feedback on performance and are used to inform further development. Continuous assessment during courses and summative assessment at the conclusion of courses both contribute to the overall assessment and are used to formally measure achievement in specified learning outcomes.

Understanding, knowledge and subject-specific skills are assessed by a variety of means such as web-based tests
(multiple-choice and short-answer), coursework assignments, unseen written examinations, laboratory reports, group and individual projects and presentations.

Personal Abilities are reviewed by interviews based on individual professional development portfolios, self-assessment, performance review sessions and appraisal interviews which provide feedback on performance and assessment.

Approaches to assessment are continually reviewed. Specific details about methods of assessment are provided in the appropriate course descriptors.

### PROGRAMME STRUCTURE

#### Mandatory Courses

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## D2B1-CIE Master of Engineering in Civil Engineering

| X | 5 | 2 | D21AS | Advanced Design Of Steel And Steel-Concrete Composite Structures | 15 | 11 |
| X | X | 5 | 2 | D21FB | Finite Element Method Nonlinear Analysis | 15 | 11 |
| X | X | 5 | 2 | D21MS | Statistical Modelling of the Environment | 15 | 11 |
| X | X | 5 | 2 | D21RV | River Flow and Flood Modelling | 15 | 11 |
| X | X | 5 | 2 | D21SR | Safety, Risk and Reliability | 15 | 11 |
| X | X | 5 | 2 | D21UD | Urban Drainage and Water Supply | 15 | 11 |
| X | X | 5 | 2 | D21W | Water and Wastewater Treatment | 15 | 11 |

### ELECTIVES (UG)

- **Stage 1**: N/A
- **Stage 2**: N/A
- **Stage 3**: N/A
- **Stage 4**: N/A
- **Stage 5**: N/A

### COMPOSITION AND STAGE NOTES (UG)

#### Stage 1

- 8 courses: - 8 mandatory
- Mandatory Credits 1: 120
- Optional Credits 1: N/A
- Elective Credits 1: N/A
- Total 1: 120

#### Stage 2

- 8 courses: - 8 mandatory
- Students may transfer to another programme within the Civil Engineering discipline up to the end of this stage
- Mandatory Credits 2: 120
- Optional Credits 2: N/A
- Elective Credits 2: N/A
- Total 2: 120

#### Stage 3

- 8 courses: - 8 mandatory
- Selection for progression to an MEng programme is made at the end of this stage.
- CE, SE, CEIS, & SEIS students may transfer to another programme within the Civil Engineering discipline up to the end of this stage
- Mandatory Credits 3: 120
- Optional Credits 3: N/A
- Total 3: 120
Elective Credits 3

| Total 3 | 120 |

**Stage 4**

8 courses: - 5 mandatory - 3 optional

- Those on a 'with International Studies' programme undertake Stage 4 at an overseas academic Institution approved by Senate. International Studies students are expected to follow a CE/SE academic programme equivalent to that at HWU Edinburgh.
- Only those progressing to MEng are eligible to follow a 'with International Studies' programme. The award of BEng(Hons) on 'with International Studies' programmes is made only in exceptional circumstances.

| Mandatory Credits 4 | 75 |
| Optional Credits 4 | 45 |
| Elective Credits 4 | |
| Total 4 | 120 |

**Stage 5**

7 courses: - 1 mandatory (30 credit course) - 6 optional

The selection of optional courses for students in Year 5 of programmes is to be approved by the Director of Studies taking account of the courses selected during the Overseas Study period in Year 4 for those students who studied abroad in Year 4.

| Mandatory Credits 5 | 30 |
| Optional Credits 5 | 90 |
| Elective Credits 5 | |
| Total 5 | 120 |

**ASSESSMENT AND PROGRESSION (UG)**

**Reassessment Opportunities**

1. A student who has been awarded a Grade D, Grade E or a Grade F in a course may be re-assessed in that course.
2. A student shall be permitted only one re-assessment opportunity to be taken at the Resit diet of examination following the first assessment of the course.
3. A student shall not be re-assessed in any qualifying course taken in the final stage of a course of study.
4. The Progression Board may permit a student to be re-assessed in any qualifying course not taken in the final stage in order to gain credits for the course, provided that the mark or grade obtained in the first assessment of any such course is used in determining the classification of the degree to be awarded.

**Progression Requirements**

**Part A.** The minimum number of credits required to progress through each stage are as follows

| Stage 1 to 2 | 90 credits (6 courses) |
| Stage 2 to 3 | 210 credits (14 courses) |
| Stage 3 to 4 | 360 credits (24 courses) |
| Stage 4 to 5 | 480 credits (32 courses) |

**Part B.** The minimum grade of D is required in the following courses

| Stage 1 | A minimum of 6 C grades and 2 D grades |
Stage 2
A minimum of 6 C grades and 2 D grades

Stage 3
All courses at D grade in Level 3.

Stage 4
N/A

### AWARDS, CREDITS AND LEVEL (UG)

<table>
<thead>
<tr>
<th>Part A. Credit Requirements</th>
<th>Overall Credits</th>
<th>Specific Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Masters</td>
<td>600</td>
<td>600 SCQF credits including a minimum of 120 credit at Level 11</td>
</tr>
<tr>
<td>Honours Degree (inc.MA)</td>
<td>480</td>
<td>480 SCQF credits including a minimum of 180 credit at Level 9 and 10 of which at least 90 credits at Level 10</td>
</tr>
<tr>
<td>Ordinary or General Degree</td>
<td>360</td>
<td>360 SCQF credits including a minimum of 60 credit at Level 9</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>240</td>
<td>240 SCQF credits including a minimum of 90 credit at Level 8</td>
</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>120</td>
<td>120 SCQF credits including a minimum of 90 credit at Level 7</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B. Mark/Grade Requirements</th>
<th>Overall Mark</th>
<th>Overall Grade</th>
<th>Basis of Overall Mark/Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Masters</td>
<td>&gt;=50%</td>
<td>C</td>
<td>Credit Weighted Average &gt;=50% over all qualifying courses at Grades A-D</td>
</tr>
<tr>
<td>Honours Degree (inc.MA)</td>
<td>&gt;=40%</td>
<td>D</td>
<td>1st: Credit Weighted Average &gt;=70% Over all qualifying courses at Grades A-D. 2.1: Credit Weighted Average &gt;=60% Over all qualifying courses at grades A-D. 2.2: Credit Weighted Average &gt;=50% Over all qualifying courses at grades A-D. 3rd: Credit Weighted Average &gt;=40% Over all qualifying courses at grades A-D.</td>
</tr>
<tr>
<td>Ordinary or General Degree</td>
<td>&gt;=40%</td>
<td>D</td>
<td>Minimum of grade D in all pre-requisite courses.</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>&gt;=40%</td>
<td>D</td>
<td>Minimum of grade D in all pre-requisite courses.</td>
</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>&gt;=40%</td>
<td>D</td>
<td>Minimum of grade D in all pre-requisite courses.</td>
</tr>
</tbody>
</table>

### DURATION OF STUDY

<table>
<thead>
<tr>
<th>IN MONTHS</th>
<th>Full-time</th>
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<tbody>
<tr>
<td>Integrated Masters</td>
<td>60</td>
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<tr>
<td>Honours Degree</td>
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<tr>
<td>Ordinary or General Degree</td>
<td>36</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
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</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>12</td>
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</table>