Module Descriptor

Title	GA - Group Project		
Session	2025/26	**Status**	Published
Code	GRLA09010	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	A Konanahalli		

Summary of Module

The aim of this module is to consolidate the students' technical knowledge and understanding of civil engineering and, apply it to a design process of a hypothetical project working in groups. A specific design brief will be given to the students with emphasis placed on understanding practicality of design, creativity, team work and appropriate use of technical know-how.

The students will develop this design brief to provide a procurement method for the design and construction of their proposal. In developing a design they will use a design methodology. The groups are given information on the site of the development. They will undertake a project evaluation which will include an evaluation of site access, availability of services, sustainability issues, risk assessment for Health and Safety, etc.

A final report will be submitted in which the group will be required to submit their engineering design and overall project proposal.

All the groups will undertake a verbal presentation, giving an overview of their project and will both promote and defend their design in a question and answer session held by staff and class peers.

This module will support students to develop their UWS graduate attributes, namely: Academic (critical and analytical thinking, inquiring, knowledgeable, innovation, and problem solving); Personal (effective communicator, creative, imaginative); Professional (Collaborative, research-minded, and socially responsible).

- To undertake a design project working in a group

- To gain some understanding of the design process

- To apply learned skills in practical way in the areas of structural engineering, project management, architecture and/or BIM.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1 ☐		Term 2 ☒	Term 3 ☐	
Long-thin Delivery over more than one Term	Term 1 – Term 2 ☐		Term 2 – Term 3 ☐	Term 3 – Term 1 ☐	

Learning Outcomes	
L1	To carry out integrated design in the context of a simulated semi-rural/urban site.
L2	To work with others in a group design situation.
L3	To write an engineering type report to communicate the design and construction issues to a client.
L4	To make a presentation to communicate the main features of a proposed development to a client.
L5	N/A

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 9** Demonstrate further knowledge and understanding of essential facts, concepts, theories and principles of civil engineering. Further develop the appreciation of the wider multidisciplinary engineering context and its underlying principles. Appreciate the social, environmental, ethical, economic and commercial considerations affecting the exercise of engineering judgment.
Practice: Applied Knowledge and Understanding	**SCQF 9** Be able to comprehend the broad picture and thus work with an appropriate level of detail.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	Possess knowledge, understanding and practical engineering skills acquired through work carried out in laboratories, through individual and group project work, through design work and through supervised work experience. Use creativity and innovation in a practical context.
Generic Cognitive skills	**SCQF 9** Be able to demonstrate creative and innovative ability in the synthesis of solutions and apply appropriate quantitative science and engineering tools to the analysis of problems. Ability to apply a systems approach to engineering problems through know-how of the application of the relevant technologies. Be able to define a design problem, identify constraints and design solutions according to customer and user needs
Communication, ICT and Numeracy Skills	**SCQF 9** Further develop practical engineering skills acquired through use of computer software in design, project management and drawing
Autonomy, Accountability and Working with Others	**SCQF 9** Appreciate the social, environmental, ethical, economic and commercial considerations affecting the exercise of engineering judgment. Work with others to develop engineering solutions.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	4
Asynchronous Class Activity	8
Independent Study	164
n/a	0
n/a	0
TOTAL	200 Hours

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Students will be provided with materials relevant to this module via the University's VLE. Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** The School of Computing, Engineering and Physical Sciences considers attendance and engagement to mean a commitment to attending, and engaging in timetabled sessions. Students will scan their attendance via the attendance scanners each time they are on-campus. Students will have attendance recorded in class and they will be expected to login to the VLE several times per week. Students who are unable to attend a timetabled learning session, due to illness or other circumstance, should notify their Programme Leader. Across the School an 80% attendance threshold is set. Students who fall below this, will be referred to the Student Success Team to see how they can be best supported in their studies.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with University regulations and guidance on inclusive learning and teaching practice. This module has lab-based teaching and as such students are advised to speak to the Module Co-ordinator to ensure that specialist assistive equipment, support provision and adjustment to assessment practice can be put in place, in accordance with the University's policies and regulations.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Engineering Physical Sciences**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to**

	programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Civil Engineering and Quality Management
Moderator	S Tennant
External Examiner	Y Chen
Accreditation Details	This module is accredited by Joint Board of Moderators as part of GA-BEng (Hons) Civil Engineering.
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.08 Attendance and Engagement Requirement updated; Equality and Diversity and Project details updated. Project details updated.

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Project Report (50%)
Assessment 2
Presentation (40%)
Assessment 3
Learning Log (10%)
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Dissertation/ Project report/ Thesis	☒	☒	☒	☐	☐	50	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☒	☒	☐	☒	☐	40	6

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log	☐	☒	☐	☐	☐	10	1
Combined total for all components						100%	10 hours

Change Control

What	When	Who
Attendance and Engagement Requirement updated; Equality and Diversity and Project details updated. Project details updated.	March 2025	A Konanahalli