Undergraduate Programme Specification

Session	2025/26	**Last Modified**	13/03/2025
Named Award Title	BEng (Hons) GA Civil Engineering		
Award Title for Each Award	BEng (Hons) GA Civil Engineering BEng GA Civil Engineering BSc (Hons) Civil Engineering BSc Civil Engineering Dip HE Engineering Cert HE Engineering Science		
Date of Approval	February 2025		
Details of Cohort Applies to	All students from session 2025-26		
Awarding Institution	University of the West of Scotland	**Teaching Institution(s)**	University of the West of Scotland
Language of Instruction & Examination		English	
Award Accredited by		Joint Board of Moderators (JBM)	
Maximum Period of Registration		Full-time - 5 years	
Duration of Study			
Full-time	4 years	**Part-time**	N/A
Placement (compulsory)	No		
Mode of Study	☒ Full-time ☐ Part-time		
Campus	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)
School	**Computing, Engineering and Physical Sciences**		
Divisional Programme Board	**Engineering Physical Sciences**		
Programme Leader	A Earij		

Admissions Criteria
Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

SQA National Qualifications:

Standard Entry Requirements: BCCC (90 UCAS Tariff points) including Higher Mathematics, plus SQA National 5 Physics (Grade B, or above).

Or GCE
CCD (88 UCAS Tarriff Points) including Maths and Physics.

Or SQA National Qualifications / Edexcel Foundation
An appropriate Foundation Apprenticeship, Modern Apprenticeship or HNC/D award with the level of entry and/or credit awarded being subject to the content of the programme.
For Advanced Entry, apprentices are required to have completed a relevant MA or have a minimum of 1 year of sector specific work experience at a level equivalent to the point of entry.

Other Required Qualifications/Experience
Considering the relevance of the programmes to industry, applicants can apply for admission based on Accreditation of Prior Learning / Accreditation of Prior Experiential Learning in accordance with the University's RPL guidelines.

Further desirable skills pre-application
It is a requirement that the applicant is employed by a company able and committed to supporting the Work Based aspects of the programme and has the right to live and work in Scotland.

General Overview
The BEng (Hons) GA Civil Engineering programme covers broad-based civil engineering subjects to equip students with knowledge and skills to plan, design and implement major civil engineering projects.

The degree is accredited by the Joint Board of Moderators (JBM) comprising the Institution of Civil Engineers, Institution of Structural Engineers, Institute of Highway Engineers, the Chartered Institution of Highways and Transportation and the Permanent Way Institution on behalf of the Engineering Council for the purposes of partially meeting the academic requirement for registration as a Chartered Engineer (CEng). Candidates must hold a master's or doctorate accredited as further learning for CEng to hold accredited qualifications for CEng registration. See www.jbm.org.uk for further information and details of Further Learning programmes for CEng.

One of the most important aspects of the Graduate Apprenticeship (GA) programme is the mode of learning being Work-Based. GA combines academic learning with real-time practical experience in the workplace, the GA programme will deliver industry-relevant skills and qualifications. GAs were developed in collaboration with employers and Skills Development Scotland Civil Engineering framework to ensure that the learning is relevant to industry and that apprentices can apply their learning in the workplace immediately. GA could provide apprentices with good means for skills development and career progression within their

organisation. A third of the programme is delivered through WBL mode where the learning is dictated by the apprentice's work activities.

All Graduate Apprenticeship (GA) degrees require that applicants are employed in a relevant role in Scotland, and they have the right to live and work in Scotland.

The programme is aligned with the Engineering Council's AHEP4 learning outcomes as outlined below. On successful completion of the BEng (Hons) GA Civil Engineering programme, an individual will be able to:
C1- Apply knowledge of mathematics, statistics, natural science and engineering principles to the solution of complex problems. Some of the knowledge will be at the forefront of the particular subject of study.
C2- Analyse complex problems to reach substantiated conclusions using first principles of mathematics, statistics, natural science and engineering principles.
C3- Select and apply appropriate computational and analytical techniques to model complex problems, recognising the limitations of the techniques employed.
C4- Select and evaluate technical literature and other sources of information to address complex problems.
C5- Design solutions for complex problems that meet a combination of societal, user, business and customer needs as appropriate. This will involve consideration of applicable health & safety, diversity, inclusion, cultural, societal, environmental and commercial matters, codes of practice and industry standards.
C6- Apply an integrated or systems approach to the solution of complex problems.
C7- Evaluate the environmental and societal impact of solutions to complex problems and minimise adverse impacts.
C8- Identify and analyse ethical concerns and make reasoned ethical choices informed by professional codes of conduct.
C9- Use a risk management process to identify, evaluate and mitigate risks (the effects of uncertainty) associated with a particular project or activity.
C10- Adopt a holistic and proportionate approach to the mitigation of security risks.
C11- Adopt an inclusive approach to engineering practice and recognise the responsibilities, benefits and importance of supporting equality, diversity and inclusion.
C12- Use practical laboratory and workshop skills to investigate complex problems.
C13-Select and apply appropriate materials, equipment, engineering technologies and processes, recognising their limitations.
C14- Discuss the role of quality management systems and continuous improvement in the context of complex problems.
C15- Apply knowledge of engineering management principles, commercial context, project and change management, and relevant legal matters including intellectual property rights.
C16- Function effectively as an individual, and as a member or leader of a team
C17- Communicate effectively on complex engineering matters with technical and non-technical audiences.
C18- Plan and record self-learning and development as the foundation for lifelong learning/CPD.

Prior to students being offered a place on the programme, employers are required to submit a 'Statement of Employer Support'. In doing so, they agree to allow the students day release, additional laboratory days and class test attendance over the academic year/s and to support the students with a dedicated workplace mentor. The mentor will liaise with University colleagues as the students progress through their WBL modules and act as a point of contact regarding attendance and progress.

Typical Delivery Method

The teaching and learning methods employed by staff in the delivery of the module portfolio covers a wide range of established and some novel approaches. Much of this is left to the professionalism of the staff delivering the material with traditional lectures and tutorials still forming the basis for much of the teaching within civil engineering. Extensive use is also made of laboratories, seminars, group work, independent learning and demonstrations. More use is now being made of problem-based learning materials in the teaching environment. One of the main objectives in this area is to keep teaching materials as interesting and as relevant as possible to ensure student enthusiasm for the subjects being presented. Staff make full use of all technologies when delivering material to students including high-quality notes, use of multimedia presentations and use of the internet/electronic technology. Civil engineering has a policy of using small tutorial groups in key subject areas and either sub-divides cohorts into small groups or increases staff numbers in classes or laboratories. All modules are taught by subject experts and for final year students, staff make use of materials and topics raised through their professional activities whether research or consultancy based. Many case studies and examples of applications are taken from live industrial situations.

Delivery of the programme is by on-campus lectures, tutorials, laboratory and group work activity. The timetables are produced to ensure on-campus learning time is efficiently maximised.

A variety of assessment methods are used throughout the programme. These range from class tests, laboratory reports, design assignments, individual and group presentations and formal examinations. Both group project work and individual project work are incorporated into the curriculum to allow students to develop the learning skills associated with a group and independent working as well as giving presentations on their work. Mixtures of formative and summative methods are used in the assessment of student performance within Civil Engineering. A VLE (Virtual Learning Environment) system is used for the dissemination of materials, assessments and information regarding modules in the course.

While most of the assessments are summative in nature, informal formative feedback is frequently provided to the students prior to the submission of summative assessments. Formative feedback and constructive comments are given on coursework submissions, and where possible, this provides students with regular feedback. Anonymous marking is undertaken where possible. WBL4 projects and group projects are double marked.

Any additional costs

N/A

Graduate Attributes, Employability & Personal Development Planning

Graduate Attributes

UWS' Graduate Attributes focus on academic, personal and professional skills and throughout the programmes that these skills develop graduates who are universally prepared, work-ready and successful. The Civil Engineering Graduate Apprentice programme provides opportunities throughout the levels to enable these skills to be developed and focussed appropriately.

The programme promotes cultural awareness and emotional intelligence with a variety of group exercises developing resilient, ambitious and enterprising leadership qualities whilst

ensuring that group members are emotionally, and culturally aware and respectful communication and behaviours are the norm.

Commercial awareness is embedded through group activities ensuring that costs associated with staff, materials, construction, maintenance and decommissioning are considered when developing transformational/innovative solutions with commercial potential.

Ethical awareness and social responsibility is developed throughout and is formalised in final year project studies where School/University ethical approval is sought if required.

UWS Graduate Attributes- https://www.uws.ac.uk/current-students/your-graduate-attributes/

Employability

The apprentices on this programme will all be in relevant employment therefore the programme will build on their existing employability skills.

The Graduate Apprentices (GAs) will be productive members of their companies from an early stage. Their learning will be embedded with their workplace activities and their learning and skills are applied in a professional environment right from day one.

As the GA progresses through the course, they will gain a higher level of understanding of academic learning in a workplace environment. Their learning will be applied to their workplace environment rather than theoretical or artificial.

The GA will develop their critical thinking skills, creativity and leadership skills within the workplace environment. It is expected that they will become change agents.

The GAs will be able to reflect on their work and develop their skills through their workplace experiences. GAs will have the confidence and qualifications needed to succeed when they graduate and beyond. GAs will be uniquely placed to integrate their academic skills, knowledge and practice with workplace practice. GAs will be fully billable professionals, integrated into the professional environment on graduation. GAs will have an understanding of the broader profession.

The programme offers a thorough grounding in principles of civil engineering and develops the lifelong learning skills that apprentices will need to stay abreast of the rapidly evolving technologies in engineering.

Personal Develoment Plan (PDP)

Every apprentice will have an academic tutor and workplace mentor to support them. The apprentice will have regular meetings with their academic tutor and mentor to discuss their progress including issues relating to PDP as well as their development goals and aspirations.

There are work-based learning modules at each level of the programme which encourage the apprentice to reflect on their personal development and they are expected to use an e-portfolio to record their PDP.

Links to current University and programme research are promoted through the programme with opportunities for students to become involved in aspects of the research from the earliest opportunity either discretely or as part of an assessment.

Employability

Across the programme of study, the PDP process gives the opportunity for engagement of students with a set of core activities, which include:

- a reflection on prior experience, personal attributes and goals
- audits of skills and feedback on their development
- opportunities and guidance on the recording of achievements
- the identification/development of learning goals
- opportunities to reflect on this material and to gain feedback
- opportunities (and guidance) on presentation of evidence for different audiences and planning of future
- learning and career development (such as CVs)
- maintaining an effective PDP record.

The school has set up a group to co-ordinate and improve the effectiveness of the delivery of PDP and students are encouraged to maintain an effective PDP record using e-portfolios.

Work Based Learning/Placement Details

Work Based Learning (WBL) is central to the delivery of the GA programme to ensure the alignment to the employer's needs as well as the personal development needs of the apprentice. There is a 40-credit WBL module at each level. The WBL modules ensure that the content being delivered is contextualised in the workplace in order to maximise the impact of learning for the benefit of both the company and the student. Moreover, students will be encouraged to think about their learning in the context of the workplace throughout the programme. 'Learning in a context' is the ethos of the GA programme. Each employer will have different capabilities in supporting the broad range of WBL opportunities, but it is anticipated that apprentices in an organisation may undertake most of their WBL learning and assessment in the workplace.

Attendance and Engagement

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 programme, academic engagement equates to the following:

Students are expected to attend all timetabled sessions and to engage with all formative and summative assessment elements of all the modules that are included in the programme specification.

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 programme 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 programme complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice in accordance with the University's policies and regulations. More information on the University's EDI policies can be accessed at: https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/ (N.B.

Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School).

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

Learning Outcomes

SCQF LEVEL 7 Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate knowledge and understanding of essential facts and principles of civil engineering, and its underpinning science and mathematics.
A2	Basic knowledge and understanding of the wider multidisciplinary engineering context and its underlying principles together with the commercial context and sustainability of engineering activities.
A3	Knowledge and understanding of the scientific principles underpinning relevant current technologies, and their evolution.
A4	Knowledge and understanding of mathematics necessary to support application of key engineering principles.
A5	Basic knowledge and understanding of the use of relevant materials, equipment and processes. In addition to basic knowledge of occupational health and safety, innovation, and sustainability.
Practice - Applied Knowledge and Understanding	
B1	Develop a basic knowledge, understanding and practical engineering skills acquired through work carried out in laboratories and workshops.
B2	Develop practical engineering skills acquired through individual and group project work.
B3	Basic knowledge and understanding of the use and application of technical literature and other information sources.
B4	Awareness of quality, performance, and occupational health & safety issues within engineering.
B5	N/A
Communication, ICT and Numeracy Skills	
C1	Develop basic transferable skills in communication, the use of IT facilities and information retrieval skills.
C2	Be able to apply computer software relevant to civil engineering.
C3	Develop an understanding of emerging digital technologies to support learning and industry practice.
C4	Develop professional presentation skills.
C5	N/A
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Develop transferable skills that will be of value in problem solving.
D2	Be able to apply appropriate quantitative mathematics, science and engineering tools to the analysis of simple problems.
D3	N/A

D4	N/A
D5	N/A
Autonomy, Accountability and Working with Others	
E1	Develop an initial understanding of the social, environmental, ethical, economic and commercial considerations affecting the exercise of engineering judgement.
E2	Develop transferable skills that will be of value in working with others.
E3	Develop basic skills in planning, self-learning and improving performance, as the foundation for lifelong learning/CPD.
E4	Understand the need for a high level of professional and ethical conduct in engineering.
E5	N/A

Level 7 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
7	ENGG07001	Engineering Mechanics	20	☒	☐	☐	
7	MATH07011	Applied Mathematics	20	☒	☐	☐	
7	ENGG07023	Introduction to Engineering	20	☐	☒	☐	
7	MATH07008	Python Fundamentals	20	☐	☒	☐	
7	ENGG07017	WBL1: Introduction to Engineering	40	☒	☒	☐	
				☐	☐	☐	
Footnotes for Core Modules N/A							

Level 7 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 7 **Criteria for Progression and Award**

Please refer to UWS Regulatory Framework for related regulations
Progression 1. To progress from SCQF Level 7 to SCQF Level 8 on this programme, students are required to obtain 120 credits at SCQF Level 7 from the programme of modules identified above. 2. Regulation 3.13 refers to progression with credit deficit. However, for this programme students may only proceed to the next level of study with a maximum of 20 credit deficit. This deviation from Regulation 3.13 is a PSRB (Professional Statutory and Regulatory Body) accreditation requirement. Award 1. Students wishing to exit after SCQF Level 7 and who have achieved 120 credits at SCQF Level 7 or above, will be awarded a Certificate of Higher Education in Engineering Science. 2. Distinction will be awarded in line with University Regulations 3.25 and 3.26, no imported credit can be used.

SCQF LEVEL 8 Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate more detailed knowledge and understanding of essential facts, concepts, theories and principles of civil engineering.
A2	Knowledge and understanding of and ability to use relevant materials, equipment and processes.
A3	Develop an initial knowledge and understanding of commercial and economic context of civil engineering processes.
A4	Understanding of the requirement for engineering activities to promote sustainable development, occupational health and safety, and innovation.
A5	N/A
Practice - Applied Knowledge and Understanding	
B1	Develop knowledge, understanding and practical civil engineering skills acquired through individual and group project work and through design work.
B2	Knowledge and understanding of laboratory and workshop practice and construction processes.
B3	Awareness of quality issues and their application to continuous improvement.
B4	Understanding use and application of technical literature and other information sources.
B5	N/A
Communication, ICT and Numeracy Skills	
C1	Possess practical civil engineering skills acquired through the use of computer software.
C2	Possess transferable skills in communication, the use of IT facilities and information retrieval skills.
C3	N/A
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Be able to apply appropriate quantitative science and engineering tools to the analysis of basic civil engineering problems.
D2	Ability to monitor, interpret and apply the results of analysis.
D3	Ability to apply basic quantitative methods relevant to civil engineering problems.
D4	Ability to define a problem and identify constraints.
D5	Introduce the use of appropriate codes of practice and industry standards.
Autonomy, Accountability and Working with Others	
E1	Possess transferable skills that will be of value in working with others.
E2	Develop skills in planning, self-learning and improving performance, as the foundation for lifelong learning/CPD.

E3	Develop an appreciation of the social, environmental, ethical, economic and commercial considerations affecting the exercise of engineering judgement.
E4	Develop an awareness of the framework of relevant legal requirements governing civil engineering activities, including personnel, health, safety, and risk (including environmental risk) issues.
E5	N/A

Level 8 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
8	ENGG08011	Design of Structural Elements	20	☒	☐	☐	
8	MATH08001	Mathematics for Design	20	☒	☐	☐	
8	ENGG08012	Hydraulics	20	☐	☒	☐	
8	ENGG08016	Civil Engineering Materials	20	☐	☒	☐	
8	WRKB08001	WBL 2 - Work based Learning (40 Point)	40	☒	☒	☐	
				☐	☐	☐	
Footnotes for Core Modules N/A.							

Level 8 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 8
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

Progression

1. To progress from SCQF Level 8 to SCQF Level 9 on this programme,

students are required to obtain 120 credits at SCQF Level 8 from the programme of modules

identified above.

2. Regulation 3.13 refers to progression with credit deficit. However, for this programme students may only proceed to the next level of study with a maximum of 20 credit deficit. This deviation from Regulation 3.13 is a PSRB (Professional Statutory and Regulatory Body) accreditation requirement.

Award

1. Students wishing to exit after SCQF Level 8 and who have achieved 240 credits, of which a minimum of 100 credits are at SCQF Level 8 or above, will be awarded a Diploma of Higher Education in Engineering.

2. Distinction will be awarded in line with University Regulations 3.25 and 3.26, no imported credit can be used .

SCQF LEVEL 9 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate broad, integrated and detailed knowledge and critical understanding of essential facts, concepts, theories and principles of civil engineering.
A2	Knowledge and understanding of the wider multidisciplinary engineering context and its underlying principles.
A3	Knowledge and understanding of the social, environmental, ethical, economic and commercial considerations affecting the exercise of engineering judgement.
A4	Knowledge of management techniques, which may be used to achieve engineering objectives within civil engineering.
A5	Demonstrate the capacity to critically reflect on the nature of workplace learning from a personal perspective.
Practice - Applied Knowledge and Understanding	
B1	Be able to comprehend the broad picture and thus work with an appropriate level of design detail.
B2	Possess detailed knowledge, understanding and practical civil engineering skills acquired through work carried out in laboratories, through individual and group project work, through design work and through Workplace Learning.
B3	Use creativity and innovation in a civil engineering context.
B4	Relate elements of the work experience to themes and issues of academic study relevant to the programme of study and the student's prior experience.
B5	Demonstrate an awareness and understanding of organisational structures and employee roles in an applied setting.
Communication, ICT and Numeracy Skills	
C1	Broaden civil engineering skills acquired through use of computer software in design and analysis.
C2	Ability to apply computer software to solve civil engineering problems.
C3	N/A
C4	N/A
C5	N/A
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Be able to demonstrate creative and innovative ability in the synthesis of solutions through critical analysis.
D2	Be able to monitor, interpret and apply the results of analysis and modelling in order to solve civil engineering problems, apply technology and implement engineering design.
D3	Be able to apply a systems approach to civil engineering problems through know-how of the application of the relevant technologies.
D4	Be able to define a design problem, identify constraints and design solutions according to customer and user needs.
D5	Be able to use appropriate design codes of practice and industry standards and ensure fitness for purpose for a design.
Autonomy, Accountability and Working with Others	

E1	Possess skills in planning self-learning and improving performance, as the foundation for lifelong learning/CPD.
E2	Work with others to develop civil engineering solutions.
E3	Understanding of the framework of relevant legal requirements governing civil engineering activities, including personnel, health, safety, and risk (including environmental risk) issues.
E4	Outline the importance of working relationships and interpersonal skills in attaining the objectives of the employer.
E5	N/A

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	ENGG09013	Structural Engineering 1	20	☒	☐	☐	
9	ENGG09014	Water Resources Engineering	20	☒	☐	☐	
9	ENGG09016	Applied Soil Mechanics	20	☐	☒	☐	
9	GRLA09010	GA- Group Project	20	☐	☒	☐	
9	ENGG09050	WBL 3: Project Management	40	☒	☒	☐	
				☐	☐	☐	
Footnotes for Core Modules N/A.							

Level 9 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 9 **Criteria for Progression and Award** ***Please refer to UWS Regulatory Framework for related regulations***

Progression

1. To progress from SCQF Level 9 to SCQF Level 10 on this programme,

students are required to obtain 120 credits at SCQF Level 9 from the programme of modules identified above.

2. Regulation 3.13 refers to progression with credit deficit. However, for this programme students cannot proceed to SCQF Level 10 with any credit deficit. This deviation from Regulation 3.13 is a PSRB (Professional Statutory and Regulatory Body) accreditation requirement.

Award

1. Students wishing to exit after SCQF Level 9 and who have achieved 360 credits,

including 120 credits at SCQF Level 9 from the programme of modules identified

above, will be awarded a BEng GA Civil Engineering.

2. Students who have not completed the programme of modules defined above, but who

have achieved 360 credits including 100 credits at SCQF Level 9 from the above programme, will be awarded a BSc Civil Engineering.

3. Distinction will be awarded in line with University Regulations 3.25 and 3.26, no imported credit can be used.

SCQF LEVEL 10 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Knowledge that integrates the principal areas of civil engineering.
A2	Detailed knowledge and critical understanding of some more advanced aspects of civil engineering.
A3	Detailed knowledge and critical understanding of the wider multidisciplinary engineering context.
A4	N/A
A5	N/A
Practice - Applied Knowledge and Understanding	
B1	Detailed knowledge and understanding of contexts in which engineering knowledge can be applied.
B2	Possess a broad range of practical engineering skills acquired through individual and group project work, through design work and in the development and use of computer software in design and analysis.

B3	Use creativity and innovation in a multi-disciplinary design team.
B4	Understanding and application of the use of technical literature and other information sources.
B5	Execute a defined project of research, development or investigation.
Communication, ICT and Numeracy Skills	
C1	Possess a range of practical civil engineering skills acquired through design work and in the development and use of computer software in design and analysis.
C2	Ability to apply computer software in order to solve more complex civil engineering problems.
C3	Make formal presentation about a specialized topic to peers and academic staff.
C4	N/A
C5	N/A
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Be able to demonstrate creative and innovative ability in the synthesis of civil engineering solutions and to apply appropriate quantitative methods to the critical analysis and solution of problems.
D2	Investigate and define a design problem and identify constraints including environmental and sustainability limitations, health and safety and risk assessment issues.
D3	Critical understanding of design needs and the importance of considerations such as aesthetics.
D4	Understanding of appropriate design codes of practice and industry standards and ensure fitness for purpose for all aspects of the design.
D5	
Autonomy, Accountability and Working with Others	
E1	Take significant responsibility for individual project work.
E2	Work effectively under guidance in a peer relationship with academic staff.
E3	N/A
E4	N/A
E5	N/A

Level 10 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	ENGG10014	Ground and Highway Engineering	20	☒	☐	☐	
10	ENGG10013	Structural Engineering 3	20	☒	☐	☐	
10	ENGG10015	Modern Practices in Construction Management	20	☐	☒	☐	
10	ENGG10016	Advanced Construction Materials	20	☐	☒	☐	

10	ENGG10042	WBL 4 - Applied research project	40	☒	☒	☐	
				☐	☐	☐	

Footnotes for Core Modules

WBL 4 is a long and thin module that relates to an applied research topic that MUST be of relevance to the apprentice's employer.

Level 10 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	

Footnotes for Option Modules

Level 10
Criteria for Award
Please refer to UWS Regulatory Framework for related regulations

Award

1. To be eligible for the award of BEng (Hons) GA Civil Engineering degree a student must hold 480 credits, including 120 at SCQF 10 from the above programme.

2. Students obtaining 480 credits, of which a minimum of 100 credits are at SCQF 10 from the above programme, are eligible for the award of BSc (Hons) Civil Engineering.3. The Classification of Honours will be determined by University Regulation 3.20-3.24.

Regulations of Assessment

Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework.

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies
There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61). For students studying BA, BAcc, or BD awards the award will be BA Combined Studies. For students studying BEng or BSc awards, the award will be BSc Combined Studies.

Version no: 1

Change/Version Control

What	**When**	**Who**
Following 2025 ILR -Updated General Overview, Typical Delivery Method, Graduate Attributes, Employability, PDP, Progression and Award Statements. Level 7 modules amended to reflect introduction of ASPIRE to other programmes. L10 ENGG10041 replaced with ENGG10013, this change has no effect on programme learning outcomes and is soley for operational efficiency.	March 2025	T. Leslie