Course Specification

BSc Civil Engineering

EECU075

Faculty of Engineering, Environment and Computing
School of Energy, Construction and Environment
Academic Year: 2020-21

Please note: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

We regularly review our course content, to make it relevant and current for the benefit of our students. For these reasons, course modules may be updated.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.
1. Introduction

The United Nations predicts a global population of nine billion by 2050. Consequently, construction professionals are increasingly being called upon to create and maintain the social and commercial infrastructure needed to accommodate such large-scale growth. Therefore, the demand for Civil Engineers is high in the foreseeable future.

The Civil Engineering courses are aimed at students who aspire to become professionally qualified engineers and wish to study Civil Engineering with an emphasis on engineering practice and its role within construction, in the UK and abroad. Students will gain an insight into the full breadth of design and construction disciplines that collaborate in the multi-disciplinary construction industry. Coventry University is committed to preparing our graduates to work in a global multi-disciplinary and multi-cultural environment. Students will gain experience in an international field course and potentially visit a foreign university, to work alongside their students and to learn their local design and construction practice.

The range of Civil Engineering courses offered (MEng, BEng and BSc) is unique, and the ability for students with a diverse range of entry qualifications to reach their full potential continues to be a strong feature of the education provision. Other distinguishing features include:

- Group project work with other construction disciplines such as Quantity Surveyors and Architects.
- Practical activities and application of knowledge through project led learning in Civil Engineering Project modules.
- Opportunity of upgrade to MEng or BEng courses based on academic performance.
- Exercises in the Simulation Centre to experience real challenges of construction in a controlled environment.
- International field course to enhance global experience.
- Optional module choice at level 6.

Teaching is highly practical; you will draw on real-life case studies, provided by companies such as Arcadis, CGL, Crossrail and Galliford Try. You will use industry-standard software as is widely used by design and consulting engineers. You will also be given significant opportunities to apply for industrial placements at companies that have previously included: Atkins, Balfour Beatty, Interserve, Morgan Sindall, Mott MacDonald, Severn Trent Water and Warwickshire County Council.

Placing an emphasis on engineering practice and its role within construction, Coventry University has a long-established reputation for the teaching of Civil Engineering and excellent links with employers like Arcadis, Arup, Atkins, Balfour Beatty, BAM, Buro Happold, CGL, CPUK, Donaldson Associates, Galliford Try, Geotechnics Ltd, Interserve, Kier, Laing O'Rourke, Morgan Sindall, Mott MacDonald, Severn Trent Water, Warwickshire County Council and Willmott Dixon, many of whom provide direct input into course development as members of our Industrial Advisory Board.

Graduates from these Civil Engineering courses will be well-suited to working in a range of Civil Engineering consultancies, contractors or client organisations and they will have a sound base to ultimately become Incorporated Civil Engineers.

2 Available Award(s) and Modes of Study

<table>
<thead>
<tr>
<th>Title of Award</th>
<th>Mode of attendance</th>
<th>UCAS Code</th>
<th>FHEQ Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSc Civil Engineering</td>
<td>FT 3 years, FY 4 years, SW 4 years</td>
<td>H203</td>
<td>6</td>
</tr>
</tbody>
</table>

3 Awarding Institution/BODY

Coventry University
<table>
<thead>
<tr>
<th><strong>4 Collaboration</strong></th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5 Teaching Institution and Location of delivery</strong></td>
<td>Coventry University</td>
</tr>
</tbody>
</table>
| **6 Internal Approval/Review Dates** | Date of latest review: February 2019  
Date for next review: (Academic year 2029/2030) |
| **7 Course Accredited by** | This course will be put forward for accreditation by the Joint Board of Moderators (JBM) on behalf of the Engineering Council, representing the Institution of Civil Engineers, the Institution of Structural Engineers, the Chartered Institution of Highways and Transportation and the Institute of Highway Engineers in October 2019. |
| **8 Accreditation Date and Duration** | Accreditation visit for intakes from September 2020 is scheduled in October 2019. |
| **9 QAA Subject Benchmark Statement(s) and/or other external factors** | The relevant QAA Subject Benchmark statement is “Engineering” which can be found from [https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-engineering-15.pdf?sfvrsn=f99df781_10](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-engineering-15.pdf?sfvrsn=f99df781_10)  
The current revision of the QAA Engineering Benchmark Statement is based on the UK Standard for Professional Engineering Competence 3rd Ed. (UK-SPEC 3). The Engineering Council sets the output standards in terms of learning outcomes in the Accreditation of Higher Education Programmes 3rd ed. (AHEP3), in line with the UK-SPEC 3. The courses in this document have been mapped on to the appropriate learning outcomes in AHEP3 and the modules in which each of the learning outcomes are achieved have been identified.  
UK-SPEC (3rd Ed.) can be found from [http://www.engc.org.uk/UKSPEC](http://www.engc.org.uk/UKSPEC)  
AHEP3 can be found from [http://www.engc.org.uk/ahep](http://www.engc.org.uk/ahep) |
| **10 Date of Course Specification** | May 2019 |
| **11 Course Director** | Eoin Coakley |
12 Outline and Educational Aims of the Course

The aim of Civil Engineering education at Coventry is to achieve excellence in the provision of courses which provide graduates with a technical and professional skills base for a successful career as an Incorporated Civil Engineer. "Incorporated Engineers maintain and manage applications of current and developing technology, and may undertake engineering design, development, manufacture, construction and operation." (UK-SPEC)

The structure of the provision allows students to experience the breadth and interdisciplinary nature of the construction industry, and achieve their potential by providing opportunities to transfer between courses based on academic ability and final chosen degree specialism. The courses mainly cover the subjects of Structures, Construction Materials and Geotechnics (compulsory core subjects by accreditation body) and Construction Management and Transport Infrastructure Engineering (course specific core subjects). The course also includes Hydraulics and Surveying.

Graduates with a BSc will satisfy the education base requirement by the Engineering Council for Incorporated Engineer status in full. One of the distinct features of the suite of courses is to provide opportunities to BSc students who demonstrate the required academic ability to transfer to the MEng or BEng Civil Engineering courses (with a view to ultimately achieving Chartered Engineer status).

The aims of the course are that graduates will have the ability to:

- Work collaboratively with other construction disciplines in the development of engineering solutions through critical evaluation and reflection, and effectively communicate proposals using a variety of media to suit different audiences;
- Demonstrate awareness of the conflicting demands of clients, stakeholders and other construction professionals in the planning and execution of appropriate inter-disciplinary design solutions;
- Recognise and respond to social, environmental, economic (i.e. sustainable development) and ethical considerations in an international context;
- Undertake interdisciplinary team work and effective self-management and development;
- Conduct independent thinking, reflection, and individual initiative as the basis for innovation and lifelong professional learning to enhance their skills and knowledge throughout their careers;
- Identify, analyse and solve engineering problems at a level appropriate to an Incorporated Civil Engineer.
- Apply their knowledge, technical and practical skills creatively and effectively as required for a successful career as an Incorporated Civil Engineer;

Additionally, for a Sandwich qualification, the course will either provide professional experience in Civil Engineering, to allow students to place academic knowledge in a practical engineering context, or allow students to study or gain work experience abroad.
13 Course Learning Outcomes

A BSc Civil Engineering student who successfully completes the course will have achieved the following Learning Outcomes.

1. A broad based knowledge and understanding of the scientific principles and methods, relevant for an accredited Civil Engineering Degree course. This covers a mix of skills and knowledge, including fundamental topics such as Design, Sustainability, Health and Safety and Construction issues for the educational base of an Incorporated Civil Engineer.

2. The ability to utilise these principles and methods, together with their knowledge of components and materials, for systematic and effective solution of real engineering problems, validated by simulation methods or by practical construction of models at conceptual and detailed levels.

3. The ability to plan a suitable physical or computational experiment or a piece of research, to conduct, record and analyse it to appropriate degree of accuracy, within given time and resource constraints.

4. Proficiency with the use of modern IT and computer technologies for planning, managing and executing appropriate engineering solutions and for communicating with clients and stakeholders, and to create and deliver good quality oral and written reports.

5. The ability to work effectively and constructively as part of a team which may be multi-disciplinary or multi-cultural, to learn from reflecting on own performance and managing own personal development.

6. A knowledge of the business context in which civil engineering and construction operates and of their professional and ethical responsibilities in ensuring sustainable development as practicing engineers.

14 Course Structure and Requirements, Levels, Modules, Credits and Awards

This Civil Engineering course may be studied in full time or sandwich mode (separate courses are available for Civil Engineering to be studied in part time mode) and are available for September intake only. Delivery of taught content will take place within semesters 1 and 2.

The JBM accrediting body requires sufficient coverage of compulsory core subjects (Structures, Construction Materials and Geotechnics) and course specific core subjects (Construction Management and Transport Infrastructure Engineering for these courses) and this has been carefully considered in course design. Assessment methods have been designed to improve student’s problem solving ability where information is ambiguous or missing, which was identified as desirable by Industrial Advisory Board members.

The course recognises abilities of students in different forms and provides students with weaker A level results (or equivalent) an opportunity to progress to a better professionally recognised degree course. BSc Civil Engineering students that achieve the academic requirements stipulated in section 14.2a are eligible to transfer to the BEng Civil Engineering or MEng Civil Engineering course as appropriate. If a BSc student is deemed eligible to transfer to BEng or MEng at the end of level 4, they also have the possibility of transferring to the equivalent Civil and Environmental Engineering course, subject to approval by Programme Assessment Board.

Modules within the course, their status (whether mandatory or optional), the levels at which they are studied and their credit value are identified in the Table 1 at the end of section 14.

14.1 Add+Vantage Scheme

As required by University regulations, students will take one 10 credit Add+Vantage module at each of Levels 4 – 6 of their course. The Add+Vantage scheme is a University initiative for broadening students’ studies. There is a large collection of 10 credit modules in a wide variety of areas, many linked to ‘graduateness’ and ‘employability’. The scheme includes languages, law, advanced IT and mathematical skills.

14.2 Progression through the course

To progress from one stage to the next, students must normally pass all modules. Students who fail to pass sufficient modules to progress will be considered under the Academic Regulations. The outcome will be at the discretion of the Programme Assessment Board (PAB).

a) Transfer from BSc Civil Engineering to MEng Civil Engineering

Provision is made for students who demonstrate excellent academic performance to transfer from BSc Civil Engineering to MEng Civil Engineering. Students who have previously been transferred to BSc Civil Engineering to facilitate progression will not be eligible to transfer to MEng Civil Engineering later in their course. The
following is the criteria for transfer (any specific modules indicated are chosen because they contain core Civil Engineering content):

From level 4 of BSc to level 5 of MEng

- Students who pass all level 4 modules, have a module mark of at least 70% in modules 4022EXQ, 4024EXQ and 4026EXQ and an overall average module mark for level 4 of at least 70% will be eligible to transfer to the MEng at level 5.

From level 5 of BSc to level 6 of MEng

- Students who pass all level 5 modules, have a module mark of at least 70% in modules 5022EXQ, 5024EXQ and 5026EXQ and an overall average module mark for level 5 of at least 70% will be eligible to transfer to the MEng at level 6.

b) Transfer from BSc Civil Engineering to BEng Civil Engineering

Provision is made for students who demonstrate good academic performance to transfer from BSc Civil Engineering to BEng Civil Engineering. The following is the criteria for transfer (any specific modules indicated are chosen because they contain core Civil Engineering content):

From level 4 of BSc to level 5 of BEng

- Students who pass all level 4 modules, have a module mark of at least 60% in modules 4022EXQ, 4024EXQ and 4026EXQ and an overall average module mark for level 4 of at least 60% will be eligible to transfer to the BEng at level 5.

From level 5 of BSc to level 6 of BEng

- Students who pass all level 5 modules, have a module mark of at least 60% in modules 5022EXQ, 5024EXQ and 5026EXQ and an overall average module mark for level 5 of at least 60% will be eligible to transfer to the BEng at level 6.

c) Transfer between MEng/BEng Civil Engineering and MEng/BEng Civil and Environmental Engineering

If BSc Civil Engineering students are eligible to transfer to BEng Civil Engineering or MEng Civil Engineering at the end of level 4, they are allowed to transfer to the level 5 of the Civil and Environmental Engineering course (of the same qualification aim) at the discretion of the Programme Assessment Board (PAB). Students are not allowed to switch between Civil Engineering and Civil and Environmental Engineering at any other point of the course.

14.3 Professional Training or Study Abroad and the award of Sandwich degrees (Optional)

Students may undertake a year out in industry or a year studying abroad with support of the Erasmus exchange scheme, between levels 5 and 6 of their course. Students will be enrolled onto relevant modules which they must take and pass to achieve a Sandwich (SW) degree (5012CEM: Professional Training) or a Full Time with Study Abroad (FY) degree (5013CEM: Study Abroad).

14.4 Conditions for the award of an honours degree

The award of an honours degree from this course requires:

- a pass or exemption given in all mandatory modules and selected optional modules
- the minimum number of credits required for the award as indicated by the Academic Regulations

The BSc certificate classification calculation method is as detailed in the Academic Regulations.

14.5 Conditions for fall back award

An unclassified “BSc Civil Engineering Studies” award is given to students who fail to pass sufficient mandatory modules to be awarded their honours degree but who meet the minimum credit requirement stipulated in the
Academic Regulations for an unclassified degree. This fallback award is not accredited by any professional institution. For other fallback awards, the minimum number of credits required is indicated in the Academic Regulations.

**Cascade of Awards:**

```
BSc (Hons) Civil Engineering
↓
BSc Civil Engineering Studies
↓
Diploma of Higher Education
↓
Certificate of Higher Education
```
Table 1: Module structure

<table>
<thead>
<tr>
<th>Credit level</th>
<th>Module Code</th>
<th>Title</th>
<th>Teaching credits (Assessment credits)</th>
<th>Semester</th>
<th>Mandatory/Optional</th>
<th>Course Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4022EXQ</td>
<td>Structural Analysis 1 (BSc)</td>
<td>10 (10)</td>
<td>1</td>
<td>Mandatory</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>4024EXQ</td>
<td>Materials 1 (BSc)</td>
<td>10 (10)</td>
<td>1</td>
<td>Mandatory</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>4026EXQ</td>
<td>Geotechnics 1 (BSc)</td>
<td>10 (10)</td>
<td>1</td>
<td>Mandatory</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>4027EXQ</td>
<td>Surveying</td>
<td>10 (10)</td>
<td>1</td>
<td>Mandatory</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>4028EXQ</td>
<td>Transportation Engineering 1</td>
<td>10 (10)</td>
<td>1</td>
<td>Mandatory</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>4032EXQ</td>
<td>Mathematics for Civil Engineers (BSc)</td>
<td>10 (10)</td>
<td>1</td>
<td>Mandatory</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>4029EXQ</td>
<td>Civil Engineering Project 1</td>
<td>40 (40)</td>
<td>2</td>
<td>Mandatory</td>
<td>2, 3, 4, 6</td>
</tr>
<tr>
<td>4</td>
<td>4030EXQ</td>
<td>Group Project 1</td>
<td>10 (10)</td>
<td>2</td>
<td>Mandatory</td>
<td>3, 4, 5, 6</td>
</tr>
<tr>
<td>5</td>
<td>5022EXQ</td>
<td>Structural Analysis 2 (BSc)</td>
<td>10 (10)</td>
<td>1</td>
<td>Mandatory</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>5024EXQ</td>
<td>Materials 2 (BSc)</td>
<td>10 (10)</td>
<td>1</td>
<td>Mandatory</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>5026EXQ</td>
<td>Geotechnics 2 (BSc)</td>
<td>10 (10)</td>
<td>1</td>
<td>Mandatory</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>5028EXQ</td>
<td>Transportation Engineering 2</td>
<td>10 (10)</td>
<td>1</td>
<td>Mandatory</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>5033EXQ</td>
<td>Structural Design 1</td>
<td>10 (10)</td>
<td>1</td>
<td>Mandatory</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>5034EXQ</td>
<td>Hydraulics</td>
<td>10 (10)</td>
<td>1</td>
<td>Mandatory</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>5029EXQ</td>
<td>Civil Engineering Project 2</td>
<td>40 (40)</td>
<td>2</td>
<td>Mandatory</td>
<td>2, 3, 4, 6</td>
</tr>
<tr>
<td>5</td>
<td>5030EXQ</td>
<td>Group Project 2</td>
<td>10 (10)</td>
<td>2</td>
<td>Mandatory</td>
<td>3, 4, 5, 6</td>
</tr>
<tr>
<td>5</td>
<td>AS…….</td>
<td>Add+Vantage 2</td>
<td>10 (10)</td>
<td>2</td>
<td>Mandatory</td>
<td>N/A</td>
</tr>
<tr>
<td>5</td>
<td>5012CEM</td>
<td>Professional Training</td>
<td>0 (0)</td>
<td>N/A</td>
<td>Optional</td>
<td>N/A</td>
</tr>
<tr>
<td>5</td>
<td>5013CEM</td>
<td>Study Abroad</td>
<td>0 (0)</td>
<td>N/A</td>
<td>Optional</td>
<td>N/A</td>
</tr>
<tr>
<td>6</td>
<td>6022EXQ</td>
<td>Structural Analysis 3 (BSc)</td>
<td>10 (10)</td>
<td>1</td>
<td>Mandatory</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>6024EXQ</td>
<td>Materials 3 (BSc)</td>
<td>10 (10)</td>
<td>1</td>
<td>Mandatory</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>6026EXQ</td>
<td>Geotechnics 3 (BSc)</td>
<td>10 (10)</td>
<td>1</td>
<td>Mandatory</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>6032EXQ</td>
<td>Computational Mechanics (BSc)</td>
<td>10 (10)</td>
<td>1</td>
<td>Mandatory</td>
<td>1, 4</td>
</tr>
<tr>
<td>6</td>
<td>6027EXQ</td>
<td>Geospatial Surveying</td>
<td>20 (20)</td>
<td>1</td>
<td>Optional</td>
<td>2, 4, 5</td>
</tr>
<tr>
<td>6</td>
<td>6028EXQ</td>
<td>Transport Infrastructure</td>
<td>20 (20)</td>
<td>1</td>
<td>Optional</td>
<td>2, 6</td>
</tr>
<tr>
<td>6</td>
<td>6029EXQ</td>
<td>Construction Project Management</td>
<td>20 (20)</td>
<td>1</td>
<td>Optional</td>
<td>5, 6</td>
</tr>
<tr>
<td>6</td>
<td>6033EXQ</td>
<td>Structural Design 2</td>
<td>20 (20)</td>
<td>1</td>
<td>Optional</td>
<td>2, 4</td>
</tr>
<tr>
<td>6</td>
<td>6034EXQ</td>
<td>Hydrology and Water Engineering</td>
<td>20 (20)</td>
<td>1</td>
<td>Optional</td>
<td>2, 6</td>
</tr>
<tr>
<td>6</td>
<td>6039EXQ</td>
<td>Earthquake Engineering</td>
<td>20 (20)</td>
<td>1</td>
<td>Optional</td>
<td>2, 4</td>
</tr>
<tr>
<td>6</td>
<td>6041EXQ</td>
<td>Coding for Civil Engineers</td>
<td>20 (20)</td>
<td>1</td>
<td>Optional</td>
<td>2, 4</td>
</tr>
<tr>
<td>6</td>
<td>6030EXQ</td>
<td>Group Project 3</td>
<td>20 (20)</td>
<td>2</td>
<td>Mandatory</td>
<td>2, 4, 5, 6</td>
</tr>
<tr>
<td>6</td>
<td>6038EXQ</td>
<td>Civil Engineering Investigative Project</td>
<td>30 (30)</td>
<td>2</td>
<td>Mandatory</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>AS…….</td>
<td>Add+Vantage 3</td>
<td>10 (10)</td>
<td>2</td>
<td>Mandatory</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- Students must pass all mandatory modules and selected optional modules for the named award.
- Students must select one optional module during level 6. Availability of optional modules may be restricted by timetabling constraints or limits on cohort size.
15 Criteria for Admission and Selection Procedure

15.1 Level 4 entry
UCAS entry profiles may be found by searching for the relevant course on the UCAS website, then clicking on ‘Entry profile’. Alternatively, the entry requirements may be found within the course finder section of the Coventry University website. Non-native English speakers require an IELTS score of 6.0 with a minimum score of 5.5 in all sections.

15.2 Direct entry to level 5
An applicant possessing an appropriate HND or HNC in a Civil Engineering discipline or equivalent from another institution will normally be eligible to transfer to the BSc at level 5.

In addition, students will need GCSE Maths and English grade C or above (or equivalent, or IELTS 6.0 with a minimum of 5.5 in all sections).

Applicants who don't have the above entry requirements will still be considered on their individual merits where alternative and additional evidence of aptitude, such as extensive practical experience is evident.

16 Academic Regulations and Regulations of Assessment
This Course conforms to the standard University Academic Regulations Undergraduate Mode E
17 Indicators of Quality Enhancement

These courses are managed by the Energy, Construction and Environment Board of Study of the Faculty of Engineering, Environment and Computing.

The Programme Assessment Board (PAB) for Energy, Construction and Environment (undergraduate) is responsible for considering the progress of all students and making awards in accordance with both the University and course-specific regulations.

The assurance of the quality of modules is the responsibility of the Boards of Study which contribute modules to the course.

External Examiners have the opportunity to moderate all assessment tasks and a sample of assessed work for each module. They will report annually on the course and/or constituent modules and their views are considered as part of the Course Quality Enhancement Monitoring (CQEM). Details of the CQEM process can be found on the Registry's web site.

Students are represented on the Student Forum, Board of Study and Faculty Board, all of which normally meet two or three times per year.

Student views are also sought through module and course evaluation questionnaires.

Other key indicators of quality and standards include:

1. The course has been designed in accordance with the QAA Subject Benchmark Statement for Engineering (February 2015), UK-Spec (AHEP3) of Engineering Council and the guidance of Joint Board of Moderators representing the Institution of Civil Engineers, Institution of Structural Engineers, Chartered Institute of Highways Engineers and Institute of Highways and Transportation.

2. The School has a strong portfolio of industry-related research, particularly in the areas of low carbon building technology and sustainable construction materials, and engineering education. In Civil Engineering, MSc and PhD student projects supported by industry are available, name a few in recent years "Increasing the early age strength of High Volume Fly Ash (HVFA) concrete" by the UK Quality Ash Association, CEMEX and Fosroc; “GEM-Tech novel cementitious material” by Aer-Tech Developments Ltd. and "Innovative High Temperature Pipe connections" by Tata Steel.

3. All staff who teach on the course are either active in scholarship/research and/or have a range of professional experience in civil engineering and construction practice. Over half of the staff are Chartered Civil Engineers or equivalent status in their profession. The rest have either a PhD in a relevant subject or years of teaching experience in higher education.

4. The School has excellent links with local employers through our Civil Engineering Industry Advisory Board. These local employers provide input to course management, delivery and development. The CEIAB is currently chaired by Chris Nason, ex-Head of Engineering Warwickshire County Council.

5. The record of graduates gaining employment in the construction industry is excellent. The record of one year placement employment is also very good with employers such as Warwickshire County Council, Arup, Morgan Sindall and Mott McDonald etc. consistently offered opportunities to our students.

6. Our student satisfaction is excellent and we typically get National Student Survey (NSS) overall student satisfaction scores above 85%.

QAA

The report of QAA’s Institutional Audit undertaken in 2015 confirmed that

1. The maintenance of the threshold academic standards of awards offered on behalf of degree-awarding bodies and/or other awarding organisations meets UK expectations.

2. The quality of student learning opportunities at the provider meets UK expectations

3. The quality of the information produced by the provider about its provision meets UK expectations.

4. The enhancement of student learning opportunities at the provider meets UK expectations.
Additional Information

Enrolled students have access to additional, key sources of information about the course and student support including,

Faculty Student handbook (https://share.coventry.ac.uk/students/EC/Student%20Handbooks/Forms/Students.aspx)
Course Handbook (on course Moodle page)
Module Guides (on individual module Moodle pages)
Module Information Directory (https://share.coventry.ac.uk/students/Pages/mid.aspx)
Student Portal (https://share.coventry.ac.uk/students/Pages/Index.aspx)

Induction

Students engage in a series of induction events, ‘Student Essentials’ over the first six weeks of their programme. The Student Essentials encompass a number of academic, administrative and social events including a welcome and introduction to the university, the facilities and the faculty. As part of the Student Essentials induction events, all students are directed to an online student handbook and a course handbook which provides key information.

Buildings and Equipment

The Civil Engineering courses are predominantly based in the John Laing building and the Engineering and Computing building. The vast majority of specialist laboratory facilities and equipment is based on the ground floor of the John Laing building. Equipment in the lab covers a broad range of discipline areas within Civil Engineering such as structures, materials, geotechnics, highways, surveying and hydraulics. In recent years, significant investment in a range of test equipment has been made to ensure our lab facilities are comparable with the best in the country and cater for the practical nature of our course.

The John Laing building also has two dedicated computer rooms with a total of 84 seats that are used for teaching on various softwares and also open access for students working on courseworks. Computers in the Engineering and Computing building have the same software image and can also be used on an open access basis. Also, “Apps anywhere” can be used by students to access a wide range of softwares remotely on their own devices.

Civil Engineering students also use the construction simulation centre within modules, Group Project 3 and Construction Project Management. The simulation centre allows real life construction scenarios to be simulated (with the aid of the curved interactive screen) and engages our students in role play to develop their leadership and management skills. A control room in the simulation centre monitors the activity of students via cameras allowing staff to provide immediate feedback.

There is also additional support for all students learning within the Lanchester Library. The library hosts both physical books, administers central access to electronic resources (e-books and electronic journals) as well as document supply (obtaining books or journal articles from other universities).

Student Support

Students will be allocated academic personal tutors for levels 4 and 5 of the course. For level 6, the individual project supervisor assumes the role of academic personal tutor. Personal tutors will provide academic and pastoral support to the students and monitor students progress. Where personal tutors feel they cannot offer the appropriate support, they can redirect students to Faculty or University central support services. Students are expected to attend regular meetings with their tutor within designated timetabled slots.

Support is available at module level from the module leader / module team and staff advertise their hours of availability on relevant Moodle pages. Technical staff offer specific support for laboratory and practical sessions. Course Directors can also offer academic or pastoral support and advise students on course level issues. Outside of advertised availability hours, staff are available by appointment (normally arranged via email).

The Faculty Registry team support you through your studies, providing information and guidance on the rules and procedures that affect your academic progress. Faculty Registry can help you deal with problems you may be having with academic life and help you understand the University’s academic processes and regulations. They have a detailed understanding of the curriculum structures and other specialist support that is available to you within the University.
The Faculty Registry have offices located close to the main Student Information Points/Receptions. Students can drop by the Registry support desk in John Laing reception area; Monday – Friday from 08:30 – 17:00. This team can also be emailed via ece.facultyregistry.eec@coventry.ac.uk at any time and this will be passed to each student’s dedicated course support team to respond to.

The Faculty Learning Support Co-ordinators and Learning Support Tutors work closely with the Disabilities Office in the Hub and Course Teams within the Faculty. Reasonable adjustments will be made for students with disabilities who have registered with the University as requiring additional support with their studies. For example, students registered as having Dyslexia are eligible for individual exam arrangements where they get extra reading time.

Students have access to a Maths Support Centre called SIGMA based in the Library. The SIGMA team also run bespoke sessions for Civil Engineers aimed at bridging the knowledge gap for students who are struggling with the maths content of the course (maybe because they have not come through A Levels to get on the course). The Centre for Academic Writing (CAW) can also provide support on topics ranging from how to organise an academic argument to improving grammar and sentence structure.

The university provides support for students’ health and wellbeing which includes a Medical Centre, Spirituality and Faith Centre, Counselling and Mental Health Service, Sports and Recreational Centre and a Nursery. The Student’s Union also provide recreational facilities, support, and advice for students. International Students may obtain further help from the student welfare team in the International Student Centre.

Students may seek to undertake a relevant professional/international placement year between levels 5 and 6 of an undergraduate degree, this opportunity is encouraged to provide students with the depth of experience that such an opportunity affords. Assistance with acquiring a relevant placement is offered by the Faculty’s Placement Team – EEC Futures. Within each School, there is also an Industrial Placement Tutor who will be identified to you during your course. While on placement, students are visited at least twice by an assigned member of academic staff who ensures the placement experience the student is receiving is satisfactory.

There is a careers service where qualified consultants are available to help students think about the issues they face as they move through University studies and prepare for employment. Other career support includes mentoring by invited practising engineers, talks by professional institutions and alumni, career development visits to companies and site visits.