



## Course Information Form

This Course Information Form provides the definitive record of the designated course

### General Course Information

Course Title	Civil Engineering
Qualification	BEng (Hons)
FHEQ Level	6
Intermediate Qualification(s)	
Awarding Institution	University of Bedfordshire
Location of Delivery	<i>OW (STIMU) (Yangon and Mandalay campuses)</i>
Mode(s) of Study and Duration	FT 12 months
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Joint Board of Moderators and Institution of Civil Engineers
UCAS Course Code	
External Benchmarking	UKSPEC (Engineering Council, <a href="https://www.engc.org.uk/ukspec.aspx">https://www.engc.org.uk/ukspec.aspx</a> ), FHEQ Level Descriptors - Level 6 (2014), QAA Subject Benchmark for Engineering (2019) and QAA Subject Benchmark for Land, Construction, Real Estate and Surveying (2019)
Entry Month(s)	October, February and June

### Why study this course

In developing countries, a large pool of high quality, accredited engineering graduates is needed as demand for engineers is significantly increasing. This results in attracting direct foreign investment, offshore outsourcing from developed countries and multinational corporations organisations. Developing country planners and government officials are reforming the effective economic development and job generation strategies in parallel with making the needed investments to enhance the quality and quantity of engineering graduates.

Civil engineering is a key area to support national development. This civil engineering course provides you with the essential skills that the industry expects from civil engineering graduates and aims to instil a work ethic as well as transferable skills. The course prepares graduates to function within the civil engineering industry internationally, dealing with infrastructure, roads, large services networks and structures.

## Educational Aims

The broad aims of the course are to ensure that that you will gain a systemic understanding of new development and application, and the capacity to analyse, assess and recommend high level strategies for materials, structures and methods for modern engineering technologies.

## Course Structure

The Units which make up the course (including the Professional Practice Year as applicable) are:

Unit Code	Level	Credits	Unit Name	Core or option
STI017-3	6	30	Civil Engineering Project	Core
STI019-3	6	15	Hydrology & Water Processes	Core
NEWSTI020-3	6	15	Composite and Modern Materials Design	Core
NEWSTI022-3	6	15	Digital Analysis in Structural Design	Core
STI023-3	6	15	Transportation and Highway Engineering	Core
STI024-3	6	15	Geotechnical Engineering	Core
NEWST001-3	6	15	Engineering Design Project	Core

## Course-Specific Regulations

Students are not permitted any level of condonement or compensation at Level 6.

## Entry requirements

Completion of the Diploma in Engineering (Civil) Level 4 and Advanced Diploma in Engineering (Civil) Level 5 (equivalent to HND) of the STIMU programme will allow entry onto the Level 6 award.

## Additional Course Costs

1. Transportation charges to/from the site
2. Personal Protective Equipment (PPE)
3. Theodolite rental
4. Stationary, printing and book binding
5. Camping facilities

## Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects within civil engineering
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem in the area of civil engineering
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences in relation to civil engineering concepts.

### **Course Learning Outcomes**

1. demonstrate a systematic understanding of key aspects of civil engineering, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
2. demonstrate an ability to deploy accurately established techniques of analysis and enquiry within a civil engineering context
3. conceptualise understanding that enables the student to engage with current civil engineering practice based on contemporary research, and use it to engage in solutions for contemporary problems in the area.
4. demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge
5. demonstrate the ability to manage and communicate their own learning, through the use of developmental portfolios, which are underpinned by engagement with contemporary research in the discipline of civil engineering.
6. apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out civil engineering projects
7. critically evaluate arguments, assumptions, abstract concepts and data applicable to civil engineering projects, to make judgements, to achieve a range of solutions, and demonstrate the ability to choose the most economic solution.

### **PSRB details**

The Joint Board of Moderators and the Institution of Civil Engineering (ICE)

### **Learning and Teaching**

The learning and teaching strategy is made up of the explanation of theoretical concepts accompanied by tutor supported practical activity to reinforce understanding. This is accomplished by a combination of lectures, tutorials, moderated discussions/debates and peer group support, directed practical activities with dedicated online technical support and reading materials. This shall often be in a combined lecture, discussion, practical and research in one session with academic and demonstrator support, including through online learning and alternate teaching modes.

Additionally, there is self-directed research which can be assisted by the use of teaching packs, online technical indexes, and Internet and government publications. The particular form of support is unit specific; however, all are characterised by tutor support and pragmatic approach to activity. All the teaching sources are available in the VLE. These include references and links, general unit and course information, discussion groups, tests and assessments.

Therefore the approach to teaching and learning begins with student centred methods and progresses towards independent learning. As the teaching is centred upon students, the department aims to build their confidence by providing timely and informative feedback under the guidance of their lecturer/tutor.

Project supervision involves regular tutorial contact between groups/individuals and their supervisor. The project is seen as a guarantee of the Honours nature of students and is seen, both within the University and outside as an indication of the overall abilities and performance of the student.

### **Assessment**

This course will be assessed using a range of assessment techniques. The two main approaches will be exams and portfolios. On this course, it is recognised that a number of units focus on knowledge, understanding, and technical skills that is required to be captured through traditional invigilated exams.

However, in order to capture much more practically oriented units, a developmental portfolio will be key. These portfolios should capture progressive development of students and should be subject to summative and formative assessment as their work develops.

These types of product are key in this industry, as they play an important role in presenting professional practice in application for membership of professional institutions.

The final project, which is a year-long unit, is key in demonstrating the characteristics expected of students at level 6, in relation to their ability to conduct substantial independent research to a high standard.

### Assessment Map

Unit Code	C/O	Semester 1														Semester 2													
Unit Code	C/O	2	3	4	5	6	7	8	9	10	11	12	13	14	15	2	3	4	5	6	7	8	9	10	11	12	13	14	15
STI017-3	C																												
STI019-3	C																												
NEWST I020-3	C											CW - P O		EX															
NEWST I022-3	C		CW - P O				CW - P O				CW - P O		CW - P O																
STI023-3	C																										CW - P O		EX
STI024-3	C											CW - P O		EX															



## **Developing your employability**

This course is taught by experienced professionals with focus on pragmatism and the industry requirements. Guest lecturers are also invited to share their current experience with students. All students are required to register as student members of the Institute of Civil Engineers, and to access the resources and online events provided through membership. Students are also encouraged strongly to attend events organised by the Myanmar Engineering Council and Myanmar Engineering Society. By presenting your research and analysis you will also develop your presentation and communication skills, deemed to be essential by the industry. Following this course, you will be in a good position to apply for membership of a range of professional bodies, such as the Institution of Civil Engineering or the Institute of Highway Engineers, of Myanmar Engineering Society.

## **After Graduation**

On completing this course students are likely to progress to work as a;

- Civil Engineer
- Project Manager
- Site Engineer
- Facilities Manager
- Highways Engineer
- Infrastructure Engineer

This qualification can also serve as a starting point for further postgraduate study and research in the area of engineering.

## **Additional Information**

### **Initial Assessment**

An initial piece of summative assessment will be provided in the first 6 weeks through the proposal assessment for the individual project.

### **Improving students' learning**

Students are expected to participate in active discussions and engage in debate, examine information, analyse, discuss and arrive at recommendations based on justification.

### **Academic Integrity**

The issue of academic integrity is critical for students in HE level. This course pays close attention to the issue of plagiarism across all units involving assessment tasks for which students prepare and write outside of class time and hand in electronically.

### **Sustainability**

Sustainability is one of the four Joint Board of Moderators Core Threads. The engineer's approach to sustainability and/or sustainable development is included in many units, and assessed through student outputs.

## **Student Support during the course**

## **Information for Students**

Grading and assessment methods and requirements are presented during application and at the induction day. This is to ensure that students' expectations and performance are aligned with the university assessment criteria and standards and those students are well guided in achieving their individual academic goals and in assessing their own learning.

You will be given a detailed course handbook containing the regulations and support services, textbooks, reference list, structure of the program, assessment structure, course overview, orientation of learning management system, time-table and the list of faculty members. Details of the Course Co-ordinator and unit Co-ordinator list will be disseminated to you during induction and you are encouraged to seek support from your assigned coordinator when appropriate.

Request of a special meeting with the Course Co-ordinator or Unit Co-ordinator is also available upon appointment for the specific unit related discussion, consultation and etc. Information on course/programme content, and requirements are contained in the syllabus and/or disseminated to you by each concerned faculty at the beginning of the course or during the orientation.

These are also contained in the STI's in-house and customized Learning Management System (LMS) that you can access anytime. Information on grades or matters related to them is provided by concerned faculties on an individual basis.

Request of transcript or certificates of grades can be requested from the Records Office upon approval by the Academic Department as well as the Registrar's Office. Grade matters are confidential and held in high privacy by staff concerned. Learning Resources You will be given a range of services including library service, access to the computer lab with preloaded list of software, printing facility, high speed Wi-Fi internet connectivity and other necessary support. At the point of, application you will be given information on the requirement for English language skills. You may need to do an English placement test, at the discretion of the Course Coordinator.

### **Tutoring and Mentoring**

The STIMU provides students with access to student-mentor relationships early in the commencement of your program. Upon the start of school, you will be assigned advisers and introduced to other faculties handling other academic support assistance such as in research, job placement, and exams. STIMU also extends collaborative mentoring possibilities to you in all aspects covering academic, professional, social and personal needs. Respective teachers are assigned to provide specific mentoring and advice on career prospects such as: CV preparation and job interview preparations. On academic matters, one on one advisories are given to help you in exam review, class report presentations, research projects, IT support (use of computers to search for information, power point presentations, word processing), and other study skills such as interpreting learning materials. Participation in Academic and Administrative Review.

Through surveys and the Staff-Student Liaison Committee for Civil Engineering, you will be given the opportunity to take part in the review of the course, assessments, exams, trainers and staff.

You can also participate in assessment of classroom activities, peer projects and presentations, as well as giving feedback on the University's outside activities, such as, field trips and seminars. Feedback is conducted both formally using university feedback forms, and informally through classroom discussions, commentaries and recommendations lecture. STI collects feedback through the university feedback forms on Exam Assessment, Trainers'



Assessment, Staff Assessment and Course Assessment. The qualitative and quantitative data are collected, synthesized and reported in the regular general trainers' meeting and Faculty meeting together with the SQA Unit. The result of the feedback is collaboratively reviewed during the meetings and subsequent reports are prepared for the Management and the Academic Board for action and for inclusion in the strategic planning by the SQA unit which is the university's central mechanism in coordinating and monitoring review contents and preparing unbiased and holistic reporting.

To ensure that students know that their voices are heard and that outcomes of feedback are addressed in a timely fashion, information regarding results and actions related to the assessment are communicated to the students and other stakeholders including faculty members, staff and senior management. Vehicles to disseminate information are through classroom "teacher announcement" where teachers are given a chance to inform the students, entertain questions and give advisory when necessary; Bulletin Board, Facebook, the Newsletter, through a meeting with the Student Council, the Staff-Student Liaison Committee for Civil Engineering and during the regular teacher-student-parents forum.

### **Student Peer Feedback Mechanisms**

STIMU maintains an environment of free discussions in class and around campus among students. Student lounges and discussions rooms are provided that would give you a way to extend support and help to each other. The Student Council also has become a means to which students gather together on issues or concerns that impact on your studies and performance.

### **Instant Feedback Mechanism**

Another useful and helpful feedback form used by the University is the instant feedback facility. You are able to relay messages to key members of staff. This facility enables the School to respond quickly to teaching related problems that cannot wait until the feedback forms are handed in at the end of the course.

One way is accomplished through communication open to all students. Instructors respond to students needs during their regular consultation hours. The Department support staffs are also available during office hours to receive any concerns and needs from you. Another form of instant feedback system popular to students is through the school's Facebook. Within the site, however, the privacy of information is not assured because of the nature of the social media. However, this form supplements the process of feedback.

**Responding to and Use of Student Feedback** It is the responsibility of the Faculties and other Departments to obtain systematic and regular information on the effectiveness of teaching and learning and to respond appropriately in a timely manner.

The review arrangements are normally scheduled right after the feedback is gathered, usually after each term or programme, and are not left until the end of the following year. The prescribed format and frequency of review is left to the decision of the review teams. Review teams are done at two levels, one at the local level or at the faculty / department level and second is at the SQA Committee level.

The Academic Board sets the frequency and format of review at the SQA level. The yearly strategic planning arrangements make use of the SQA final report. Feedback results are kept in electronic copies and together with the raw survey data and other written analysis of students and review teams are kept in the Academic Department and are open for review and use by the SQA Committee and the General Board, as well as to students subject to normal conventions of confidentiality.

To inform students of the outcome of their feedback and make them know that their voices are heard, STI ensures that feedback results are communicated to the students through their respective announcements from teachers during classroom sessions. A Bulletin Notice space is also provided for any information regarding results or actions as a result of the feedback.

### Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
Is the promotion of the course open and inclusive in terms of language, images and location?	Y	
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	Y	Site visits would need to be altered to allow access and safe completion of measurement activities.
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics <sup>1</sup> ?	N	
If the admission process involves interviews, performances or portfolios how have you demonstrated fairness and avoid practices that could lead to unlawful discrimination?	NA	
Have you framed the course learning outcomes and Graduate Impact Statements in a non-discriminatory way?	Y	
Does the course handbook make appropriate reference to the support of disabled students?	Y	

Administrative Information – Faculty completion	
Faculty	Engineering
Portfolio	Undergraduate
Department/School	Engineering
Course Coordinator	Yee Mon Aung Moe
Semester pattern of operation	Indicate which semesters the course operates over from this list: Oct (Semester 1), Feb (Semester 2), June (Semester 3)
PSRB renewal date (where recognised)	
Version number	1/20
Approved by (c.f. Quality Handbook ch.2)	University approval event
Date of approval (dd/mm/yyyy)	29/05/2020
Implementation start-date of this version (plus any identified end-	10/20

<sup>1</sup> Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

date)	
Study model type if not on-campus	Validated

	Name	Date
Form completed by	David Jazani	14/05/2020
Signature of Chair of Faculty TQSC to confirm the accuracy of information presented		

Course Updates – ensure that the revised CIF is given a new version number each time a change is made		
Date	Nature of Update	FTQSC Minute Ref:

<b>Administrative Information – Academic Registry completion</b>	
<b>Route code (post approval)</b>	BECENOWF
<b>JACS / HECoS code (KIS)</b>	100148
<b>SLC code (post approval)</b>	
<b>Qualification aim (based on HESA coding framework)</b>	

## Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

### General course information

<b>Course Title</b>	<i>Civil Engineering</i>
<b>Qualification</b>	<i>BEng (Hons)</i>
<b>Route Code (SITS)</b>	BECENOWF
<b>Faculty</b>	<i>Engineering</i>
<b>Department/School</b>	<i>Engineering</i>
<b>Version Number</b>	<i>1/20</i>

## Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code	STI017-3	STI019-3	NEWSTI020-3	NEWSTI022-3	STI023-3	STI024-3	STINEW001-3											
Level	6	6	6	6	6	6	6											
Credits	30	15	15	15	15	15	15											
Core or option	Core	Core	Core	Core	Core	Core	Core											
Course Learning Outcome (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>																	
1	LO1,LO2	LO1, LO2	LO1, LO2	LO1,LO2	LO1,LO2	LO1,LO2	LO2											
2	LO1,LO2	LO1, LO2	LO1, LO2	LO1,LO2		LO1,LO2	LO2											
3	LO1,LO2	LO1, LO2	LO1, LO2	LO1,LO2	LO1,LO2	LO1,LO2												
4	LO1,LO2		LO1, LO2			LO1,LO2	LO1,LO2											
5	LO1,LO2				LO1,LO2													
6	LO1,LO2	LO1, LO2	LO1, LO2	LO1,LO2	LO1,LO2	LO1,LO2	LO1,LO2											
7	LO1,LO2	LO1, LO2	LO1, LO2	LO1,LO2	LO1,LO2	LO1,LO2	LO1,LO2											

## Annex B: Named exit or target intermediate qualifications

This annex should be used when Schools wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.

### Section 1: General course information

<b>Intermediate Qualification(s) and titles</b>	Not applicable
<b>Mode(s) of Study and Duration</b>	
<b>Type of Intermediate Qualification(s)</b>	
<b>Route Code(s) (SITS) of Intermediate Qualification(s)</b>	

### Section 2: Qualification unit diet

One table to be used for each intermediate qualification

<b>Confirmation of unit diet for:</b>	<i>Insert intermediate qualification and title</i>	
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification		<input type="checkbox"/>
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)		<input type="checkbox"/>
A specific set of units must be taken to achieve the credits required (specify units below)		<input type="checkbox"/>

List of units (if applicable):-
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### Section 3: Course structure and learning outcomes

One table to be used for each intermediate qualification

<b>Intermediate qualification and title</b>					<b>Not applicable</b>									
The Units which make up this course are:					<b>Contributing towards the learning outcomes</b> <i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>									
Unit Code	Level	Credits	Unit Name	Core or option	1	2	3	4	5	6	7	8	9	10



## Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

<b>Course (or intermediate) qualification and title</b>	BEng (Hons) Civil Engineering
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FHEQ Descriptor for a higher education qualification	Level 6 BEng (Hons) Civil Engineering	Course Learning Outcome(s)									
		1	2	3	4	5	6	7			
a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline		X	X	X			X	X			
an ability to deploy accurately established techniques of analysis and enquiry within a discipline			X				X				
conceptual understanding that enables the student:- to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline- to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline		X		X							
an appreciation of the uncertainty, ambiguity and limits of knowledge					X			X			
the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).						X	X				
apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects			X	X				X			
critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem						X	X				
communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.					X		X				
the qualities and transferable skills necessary for employment requiring:- the exercise of initiative and personal responsibility- decision-making in complex and unpredictable contexts- the learning ability needed to undertake appropriate further training of a professional or equivalent nature.			X			X	X				

<b>Subject Benchmark Statement(s)</b>	<i>Engineering (2019) &amp; Land, Construction, Real Estate and Surveying (2019)</i>	<b>Evidence and/or Course Learning Outcome(s)</b> <i>How the course takes account of relevant subject benchmark statements</i>
be pragmatic, taking asystematic approach and the logical and practical steps necessary for often complex concepts to become reality		CLOs 1,4 & 6 Units – ALL contribute to this overall expectation
seek to achieve sustainable solutions to problems and have strategies for being creative, innovative and overcoming difficulties by employing their skills, knowledge and understanding in a flexible manner		CLO 7 Units – ALL contribute to this overall expectation
be skilled at solving problems by applying their numerical, computational, analytical and technical skills, using appropriate tools		CLOs 2 & 6 Units – STI017-3, STI019-3, NEWSTI020-3, NEWSTI022-3, STI024-3 and STINEW001-3
be risk, cost and value-conscious, and aware of their ethical, social, cultural, environmental, health and safety, and wider professional responsibilities		CLOs 6 & 7 Units – ALL contribute to this overall expectation
be familiar with the nature of business and enterprise in the creation of economic and social value		CLO 7 Units – ALL contribute to this overall expectation
appreciate the global dimensions of engineering, commerce and communication		CLO 3 Units – STI017-3, STI019-3, NEWSTI020-3, NEWSTI022-3, STI023-3 and STI024-3
be able to formulate and operate within appropriate codes of conduct, when faced with an ethical issue		CLOs 1 & 7 Units – ALL units contribute to this overall expectation
be professional in their outlook, be capable of team working, be effective communicators, and be able to exercise responsibility and sound management approaches.		CLOs 1,5 & 6 Units – ALL units contribute to this overall expectation
demonstrate familiarity with a wide range of subject-specific facts and principles in combination with an awareness of the current limits of theory and applied knowledge		CLO 1 Units – ALL units contribute to this overall expectation
understand the provisional nature of problem definition and associated information and allow for competing and alternative explanations within their subject		CLOs 2,3 & 6 Units – ALL units contribute to this overall expectation
exhibit understanding of the defining elements of the subject as a result of in-depth and/or cross-curricula study or research		CLOs 1,2 & 6 Units – ALL units contribute to this overall expectation
tackle problems by collecting, analysing and evaluating appropriate qualitative and quantitative information, and using it creatively and imaginatively to solve problems, introduce and develop innovations, and make decisions and follow them through		CLOs 2,3 & 6 Units – ALL units contribute to this overall expectation
plan and execute research or development work, evaluate the outcomes, draw valid conclusions and make recommendations		CLOs 3 & 5 Units – STI017-3, STI019-3, NEWSTI020-3, NEWSTI022-3, STI023-3, STI024-3

display skills in evaluating and interpreting, in a balanced manner, new information provided by others from a range of fields of study	CLOs 6 & 7 Units – ALL units contribute to this overall expectation
display generic scholarly and award-specific professional skills and demonstrate the ability to acquire new competencies required for career progression	CLO3 Units – ALL units contribute to this overall expectation
assess the ethical, equality and inclusion consequences of human activities to optimise community and environmental sustainability.	CLO7 Units – ALL units contribute to this overall expectation
critically analyse, synthesise and summarise information from a variety of sources	CLOs 1,3 & 7 Units – ALL units contribute to this overall expectation
recognise and use appropriate theories, methodologies, concepts and principles from a range of subjects	CLOs 1,2 & 6 Units – ALL units contribute to this overall expectation
collect, analyse and integrate several lines of evidence to develop balanced arguments demonstrating critical thinking and synthesis	CLOs 2 & 5 Units – ALL units contribute to this overall expectation
plan and design an experiment, investigation, survey or other means to test a hypothesis or proposition	CLOs 2,6 & 7 Units – ALL units contribute to this overall expectation
apply knowledge and understanding to address multidisciplinary problems within a local and global context	CLOs 1,2 & 6 Units – ALL units contribute to this overall expectation
demonstrate creativity and innovation	CLO7 Units – ALL units contribute to this overall expectation
demonstrate awareness of the provisional nature of the facts and principles associated with a field of study with those based on opinion and not supported by sound evidence	CLOs 1 & 4 Units – ALL units contribute to this overall expectation
plan, conduct and report on investigations, including those using secondary data	CLOs 5 & 7 Units – ALL units contribute to this overall expectation
collect, record and interpret diverse types of information generated by a wide range of methods and summarise it using appropriate qualitative and/or quantitative techniques	CLOs 3 & 7 Units – ALL units contribute to this overall expectation
devise, plan and undertake field, laboratory or other investigations in a responsible, sensitive and safe manner, paying due diligence to risk assessment, ethical and data protection issues, rights of access, and relevant health and safety issues	CLOs 3 & 6 Units – ALL units contribute to this overall expectation
take account of safety regulations, legal requirements, including those relating to equality and inclusion, and the impact of investigations on the environment	CLO1 Units – ALL units contribute to this overall expectation
appreciate and analyse financial and other management	CLO7

information and use it in decision-making	Units – ALL units contribute to this overall expectation
acquire course-specific practical and professional competencies.	ALL CLOs
appreciate issues of sample selection, accuracy, precision and uncertainty during collection, recording and analysis of data in the field, in the laboratory or collated from secondary sources	CLOs 3,6 & 7 Units – ALL units contribute to this overall expectation
solve numerical problems using first principles, computer-based and other techniques.	CLOs 1 & 2 Units – ALL units contribute to this overall expectation
use the internet in a context which recognises its limitations as a means of communication and a source of information	ALL CLOs
demonstrate competence in the use of electronic information handling and data processing and analysis software and applications through the use of digital information systems, for example, BIM and GIS	Units – ALL units contribute to this overall expectation
use a range of IT platforms (for example, desktop, server, tablet and mobile) and social media to communicate information to a range of audiences effectively	Units – ALL units contribute to this overall expectation
develop the skills necessary for self-managed lifelong learning and engagement, including, for example, working independently, effective time management and organisational skills	Units – ALL units contribute to this overall expectation

*The format of the following mapping tables may be adjusted.*

<b>Qualification Characteristic</b>	<i>(insert title and year where appropriate)</i>	<b>Evidence</b> <i>How the course takes account of relevant qualification characteristics documents</i>
Not applicable		

<b>Professional body or other external reference points</b>	<i>UKSPEC (AHEP)</i>	<b>Evidence</b> <i>How the course takes account of Professional body or other external reference points</i>
This is provided as a separate attachment due to the significant size of the UKSPEC AHEP requirements. It can be found in a separate AHEP mapping document.		



## Annex D: Diet Template

<b>Course Title:</b>	<b>BEng (Hons) Civil Engineering</b>		
<b>Route Code:</b>	BECENOWF	<b>Mode: e.g. Full Time</b>	<b>FULL-TIME</b>
<b>Length of course:</b>	<b>12 MONTHS</b>		

Please note a separate diet sheet is needed for each location of delivery (i.e. Luton, Bedford, partner location), each start date (i.e. October, February), each course length (i.e. 12 month, 15 month) & each attendance mode (i.e. Full Time).

### Location of delivery (please tick):

Luton AA		
Bedford AB		
Milton Keynes AD		
Other (please state)	X	STIMU (Myanmar)

### Delivery pattern - please highlight all applicable start months, if other please state):

<u>Semesterised</u>	OCT	FEB	JUN	Exception.....			
<u>PG Block delivery (intake months ONLY)</u>	BLK1 OCT	BLK2 NOV	BLK3 FEB	BLK4 APR	BLK5 JUN	BLK6 AUG	
<u>Yearlong delivery</u>	OCT (TY)	FEB (FY)					
<u>Other (outside of agreed patterns)<sup>2</sup></u>	The project element runs across both semesters, but all other units are semesterised						

A list of valid available period codes can be found on the intranet at <https://in.beds.ac.uk/registry/student-records/srs-training-and-development/sits>. Please refer to this when completing the diet sheet below. If your diets differ year to year e.g. SET A, SET B, please indicate clearly the academic year and set applicable.

If your diet includes units which have not yet been assigned codes, please ensure this is clear by using NEW in the unit code column, followed by the correct prefix to be used e.g. ASS. Student Records will then assign a new unit code. **Please note that a change in the credit value of an existing unit will require a new unit code to be created.**

<sup>2</sup> Where you are proposing a teaching pattern outside of the University agreed patterns, you should provide a mapping document for the course against the University standard patterns of assessment points, exam boards, terms dates and breaks

October start

Units for Year 3 for Academic Year 2020/21..... (Foundation Year where applicable)

Unit Code	Unit Name	Unit Location	Core/Option*	Period of study	Credits
STI017-3	Civil Engineering Project	OW	Core	TY	30
STI019-3	Hydrology and Water Processes	OW	Core	SEM2	15
NEWSTI02 0-3	Composite and Modern Materials Design	OW	Core	SEM1	15
NEWSTI02 2-3	Digital Analysis in Structural Design	OW	Core	SEM1	15
STI023-3	Transportation and Highway Engineering	OW	Core	SEM2	15
STI024-3	Geotechnical Engineering	OW	Core	SEM1	15
NEWSTI00 1-3	Engineering Design Project	OW	Core	SEM2	15

February start

Units for Year 3 for Academic Year 2020/21.....

Unit Code	Unit Name	Unit Location	Core/Option*	Period of study	Credits
STI017-3	Civil Engineering Project	OW	Core	TY	30
STI019-3	Hydrology and Water Processes	OW	Core	SEM2	15
NEWSTI02 2-3	Digital Analysis in Structural Design	OW	Core	SEM3	15
STI023-3	Transportation and Highway Engineering	OW	Core	SEM2	15
STI024-3	Geotechnical Engineering	OW	Core	SEM3	15
<u>NEWSTI00</u> 1-3	<u>Engineering Design Project</u>	OW	Core	<u>SEM3</u>	15
NEWSTI02 0-3	Composite and Modern Materials Design	OW	Core	SEM3	15

June start

Units for Year 3 for Academic Year 2020/21..... (Professional Practice Year where appropriate)

Unit Code	Unit Name	Unit Location	Core/Option*	Period of study	Credits
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<b>STI017-3</b>	<b>Civil Engineering Project</b>	<b>OW</b>	<b>Core</b>	<b>TY</b>	<b>30</b>
<b>NEWSTI00 1-3</b>	<b>Engineering Design Project</b>	<b>OW</b>	Core	<b>SEM3</b>	15
<b>NEWSTI02 0-3</b>	<b>Composite and Modern Materials Design</b>	<b>OW</b>	Core	<b>SEM1 (AY 2021/22)</b>	15
<b>STI019-3</b>	<b>Hydrology and Water Processes</b>	<b>OW</b>	Core	<b>SEM3</b>	15
<b>NEWSTI02 2-3</b>	<b>Digital Analysis in Structural Design</b>	<b>OW</b>	Core	<b>SEM1 (AY 2021/22)</b>	15
<b>STI023-3</b>	<b>Transportation and Highway Engineering</b>	<b>OW</b>	Core	<b>SEM3</b>	15
<b>STI024-3</b>	<b>Geotechnical Engineering</b>	<b>OW</b>	Core	<b>SEM1 (AY 2021/22)</b>	15

\*If your diet includes optional units, please ensure the appropriate rules are noted on the diet.

Please contact Student Records at [studentrecords@beds.ac.uk](mailto:studentrecords@beds.ac.uk) with any queries.