

UNIVERSITY OF WARWICK

Proposal Form for New or Revised Modules (MA1- version 7 - April 2014)

Approval information	
Approval Type	<input checked="" type="checkbox"/> New module <input type="checkbox"/> Revised module <input type="checkbox"/> Discontinue module
Date of Introduction/Change	01/10/2018
If new, does this module replace another? If so, enter module code and title:	No
If revised/discontinued, please outline the rationale for the changes:	n/a
Confirmation that affected departments have been consulted:	School of Engineering and WMG have been consulted via CMAC.

Module Summary	
1. Module Code (if known)	ES1A3
2. Module Title	Professional Engineering Competencies
3a. Lead department:	School of Engineering
3b. Teaching Split (if known):	100% School of Engineering
4. Name of module leader	Dr G. Kremmyda
5. Level	UG: <input checked="" type="checkbox"/> Level 4 (Certificate) <input type="checkbox"/> Level 5 (Intermediate) <input type="checkbox"/> Level 6 (Honours) PG: <input type="checkbox"/> Level 7 (Masters) <input type="checkbox"/> Level 8 (Doctoral) See Guidance Notes for relationship to years of study
6. Credit value(s) (CATS)	15 credits

Module Summary	
7. Principal Module Aims	<p>This module aims to inform the students about the five competencies core to the UK-SPEC (UK-Standard for Professional Engineering Competence). The UK-SPEC is the cornerstone of degree accreditation, initial and continuing professional development (CPD), and eventual professional registration via End Point Assessment (EPA). It is built around five fundamental competencies: (a) Knowledge and Understanding; (b) Design and development of processes, systems, services and products; (c) Responsibility, Management and Leadership; (d) Communication and Inter-personal Skills; (e) Professional Commitment.</p> <p>The aim of this module is to induct the students into their degree, and show them that everything they are learning can be considered to support their development in (at least) one of the competencies. The module aims to create a culture of considered learning and self-reflection where students think about their learning strengths and weaknesses and take some ownership in their development.</p> <p>The topics on offer are illustrated in Section 20 – Outline Syllabus. They include subjects to develop knowledge and understanding, transferrable skills (e.g. IT skills, communication). Responsibility, management and leadership is demonstrated and discussed by staff and invited speakers from industry in lectures and seminars. Communication and inter-personal skills will be developed with lectures on report writing, and presentation. Throughout the whole programme professional standards and the commitment to society will be covered in subjects such as ethics, health and safety, sustainability and of course CPD.</p>
8. Principal Learning Outcomes	<p>By the end of the module the students should be able to:</p> <ul style="list-style-type: none"> • Identify what it means to be a Civil Engineer and being a part of the engineering community through exposure to Professional Engineers coming from the industry, academics of the Engineering department, recent graduate students, and fellow undergraduate students. • Plan self-learning and improve performance as the foundation for lifelong learning (CPD) to enable the EPA. Reflection will be informed by the work/practice and will contribute to the recognition of own work-based learning. • Enable transferrable skills to inform own work/practice. • Understand the challenges faced by society and how Civil engineers can be technical and commercial leaders. • Show knowledge and understanding of professional and ethical codes of conduct and associated responsibilities (related to own work/practice) as set out by professional engineering institutions.

Module Summary	
	<ul style="list-style-type: none"> Analyse information and/or ideas contributing to the development of an informed evaluation of own work/practice. Identify and access relevant work/practice networks using appropriate interpersonal and networking skills. Understand and apply the communication and collaboration processes and procedures within the workplace. Demonstrate written communication skills for identified work/practice and/or academic audiences.
9. Timetabled Teaching Activities (summary)	<p>Learning activity is scheduled as 24 weeks, comprising of formally timetabled sessions and student-led activities.</p> <p>Intensive timetabled activity comprising of: 18 hours of lectures 8 hours of seminars</p> <p>Student-led learning comprising of: 4x3 hours of online courses (Health & Safety; Plagiarism, Ethics, Matlab) 20 hours of individual (virtual or face-to-face) tutorials with Industry Mentor, and Work-based Learning Tutor/Coach.</p> <p>Total of 58 hours.</p>
10. Departmental Web-link	http://moodle.warwick.ac.uk/course/
11. Other essential notes	Advice and feedback are available on the lecture material, via online web-forum based in module support Moodle pages.
12. Assessment methods (summary)	Online courses (40%), 2 x Reflective reports (30%) Logbook (30%)

For use by Strategic Planning and Analytics Office only -Do not fill in this section

Level	JACS3 Code	Teaching Split
		<i>If not provided in 3b above</i>

External Credit Level		Scheme	

Module Context				
13. Please list all departments involved in the teaching of this module. If taught by more than one department, please indicate percentage split.				
School of Engineering (100%)				
14. Availability of module				
Degree Code	Title	Study Year	C/OC/A/B/C	Credits
TBC	BEng Civil and Infrastructure Engineering	1	CORE	15
15. Minimum number of registered students required for module to run				
1 (Core module).				
16. Pre- and Post-Requisite Modules				
None.				
Module Content and Teaching				
17. Teaching and Learning Activities <i>(totals for module – please see guidance)</i>				
Module duration (weeks)	24			
Lectures	18 hours			
Seminars	8 hours			
Tutorials				
Project Supervision				
Demonstration				
Practical Class/Workshops				
Supervised time in studio/workshop				
Fieldwork				
External visits				
Work based learning				
Placement				
Year abroad				
Other activity <i>(please describe): e.g. distance-learning, intensive weekend teaching etc.</i>	4x3 hours online courses (Health & Safety, Plagiarism, Ethics, Matlab) 20 hours of individual tutorials (virtual or face-to-face) with Industry Mentor and/or Personal Tutor 92 hours of guided independent learning (including VLE use and support from Employer).			
18. Assessment Method (Standard)				
Type of assessment	Length	% weighting		

Module Context		
Written Examinations		
Practical Examinations		
Assessed essays/coursework	Online courses	40%
	2 x Reflective reports	30%
	Logbook	30%
18a. Final chronological assessment <i>(please see guidance)</i>		
19. Methods for providing feedback on assessment.		
Personalised feedback on student performance on logbook and reflective reports.		
20. Outline Syllabus		
<p>Introduction to the module. Engineering ethics. Health and Safety. Professional Commitment and Institutional Membership. Competencies (IT skills; Reading, Note Taking and Research skills; Keeping a logbook and writing a reflective report; Writing and Presentation skills; Study skills; Exam skills; Development and Reflection skills; Sketching skills; Time Management skills). Diversity and Equality. Self-reflection. The module includes compulsory on-line courses as defined by the Department.</p>		
21. Illustrative Bibliography		
<p>QAA 2015 Engineering Benchmark Statement ~ What is expected to be delivered and achieved in an engineering degree. UK-SPEC Published by the Engineering Council UK ~ Guidance on what makes a graduate Chartered Engineer. Joint Board of Moderators Guidance on Graduate Requirements ~ Guidance on how to interpret UK-SPEC for Civil Engineering. ICE Professional Review Guidance ~ Guidance on becoming ICE Incorporated Engineer (IEng)</p>		
22. Learning outcomes		
<p><i>Successful completion of the module leads to the learning outcomes. The learning outcomes identify the knowledge, skills and attributes developed by the module.</i></p> <p><i>Learning Outcomes should be presented in the format "By the end of the module students should be able to..." using the table at the end of the module approval form:</i></p>		

Resources

23. List any additional requirements and indicate the outcome of any discussions about these.

N/A

Approval	
24. Module leader's signature	Dr Georgia Kremmyda
25. Date of approval	21 March 2018
26. Name of Approving Committee (include minute reference if applicable)	School of Engineering and WMG Course and Module Approval Committee (CMAC) Minute 176-17/18
27. Chair of Committee's signature	Professor Gillian Cooke
28. Head of Department(s) signature	Professor David Towers

Examination Information		
A1. Name of examiner (if different from module leader)		
A2. Indicate all available methods of assessment in the table below		
% Examined	% Assessed by other methods	Length of examination paper
	Online courses (40%) 2 x Reflective reports (30%) Logbook (30%)	
A3. Will this module be examined together with any other module (sectioned paper)? If so, please give details below.		
No		
A4. How many papers will the module be examined by?	N/A	
A5. When would you wish the exam take place (e.g. Jan, April, Summer)?	N/A	
A6. Is reading time required?	<input checked="" type="checkbox"/> No	
A7. Please specify any special exam timetable arrangements.		
N/A		
A8. Stationery requirements		
No. of Answer books?	N/A	
Graph paper?	N/A	
Calculator?	N/A	
Any other special stationery requirements (e.g. Data books, tables etc)?	N/A	
A9. Type of examination paper		

Examination Information	
Seen?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Open Book?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Restricted?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If restricted, please provide a list of permitted texts:	N/A

LEARNING OUTCOMES		
(By the end of the module the student should be able to....)	Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)	Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 16)
Identify what it means to be a Civil Engineer and being a part of the engineering community through exposure to Professional Engineers coming from the industry, academics of the Engineering department, recent graduate students, and fellow undergraduate students.	Lectures, seminars, tutorials.	Reflective reports.
Plan self-learning and improve performance as the foundation for lifelong learning (CPD) to enable the EPA. Reflection will be informed by the work/practice and will contribute to the recognition of own work-based learning.	Lectures, seminars, tutorials.	Reflective reports, Logbook.
Enable transferrable skills to inform own work/practice.	Lectures, seminars, tutorials.	Online courses.
Understand the challenges faced by society and how Civil engineers can be technical and commercial leaders.	Lectures, seminars, tutorials.	Reflective reports.
Show knowledge and understanding of professional and ethical codes of conduct and associated responsibilities (related to own work/practice) as set out by professional engineering institutions.	Lectures, seminars, tutorials.	Reflective reports, Logbook, Online courses.
Analyse information and/or ideas contributing to the development of an informed evaluation of own work/practice.	Lectures, seminars, tutorials.	Reflective reports, Logbook.
Identify and access relevant work/practice networks using appropriate interpersonal and networking skills.	Lectures, seminars, tutorials.	Reflective reports.
Understand and apply the communication and collaboration processes and procedures within the workplace.	Lectures, seminars, tutorials.	Reflective reports, Logbook.

Demonstrate written communication skills for identified work/practice and/or academic audiences.	Lectures, seminars, tutorials.	Reflective reports, Logbook.
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