



## Programme Specification

A statement of the knowledge, understanding and skills that underpin a taught programme of study leading to an award from  
The University of Sheffield

1	<b>Programme Title</b>	Architectural Engineering with an Industrial Placement Year
2	<b>Programme Code</b>	MACU017
3	<b>JACS Code</b>	H210
4	<b>Level of Study</b>	Undergraduate
5a	<b>Final Qualification</b>	Master of Engineering (MEng)
5b	<b>QAA FHEQ Level</b>	Master's = Level 7
6	<b>Intermediate Qualification(s)</b>	<p>The following programmes are alternative routes for students who do not meet the full requirements of CIVU31. Please refer to the Programme Regulations.</p> <ul style="list-style-type: none"> <li>• Bachelor of Engineering with Honours (BEng Hons) Architectural Engineering (for students transferring their registration in Years 1 or 2 - see separate programme specification for CIVU24)</li> <li>• MEng Architectural Engineering (see separate programme specification for CIVU21)</li> </ul>
6b	<b>QAA FHEQ Level</b>	BEng = Level 6, MEng = Level 7
7	<b>Teaching Institution</b> (if not Sheffield)	Not applicable
8	<b>Faculty</b>	Engineering
9	<b>Department</b>	Civil and Structural Engineering
10	<b>Other Department(s) involved in teaching the programme</b>	<p>Core Teaching:</p> <ul style="list-style-type: none"> <li>• Architecture,</li> <li>• Urban Studies and Planning</li> <li>• Mechanical Engineering,</li> <li>• Applied Mathematics,</li> <li>• Materials Science and Engineering,</li> <li>• Electrical and Electronic Engineering,</li> <li>• Management School</li> </ul>
11	<b>Mode(s) of Attendance</b>	Full-time
12	<b>Duration of the Programme</b>	5 years (MEng) This includes a year in industry (= minimum 38 weeks), which usually takes place after the 3 <sup>rd</sup> year.
13	<b>Accrediting Professional or Statutory Body</b>	Joint Board of Moderators (JBM) of the Institution of Civil Engineers (ICE), Institution of Structural Engineers (IStructE), Chartered Institution of Highways & Transportation (CIHT) and Institute of Highway Engineers (IHE) <a href="http://www.jbm.org.uk/">http://www.jbm.org.uk/</a> Institution of Mechanical Engineers.
14	<b>Date of production/revision</b>	March 2015, February 2019, October 2022, October 2024, March 2026

### 15. Background to the programme and subject area

Architectural engineers are concerned with the efficient and sustainable use of energy in buildings and their immediate infrastructure. There is increasing demand for these engineers who can provide the multi-disciplinary skills required at this interface between engineering and architecture. They design and verify the safety and efficient working of the environmental, electrical, internal transportation and safety systems of buildings and other installations which form the infrastructure essential to modern society. This programme aims to address this need by combining subjects from all of the engineering disciplines associated with buildings and their

infrastructure, as well as providing an understanding of architectural thinking and practice. In order to qualify, professional engineers must obtain appropriate academic qualifications, accredited by the relevant professional institutions, and must also obtain sufficient practical experience and training.

The MEng Architectural Engineering programme at Sheffield is designed to inspire and provide students with a holistic view of the technical aspects of building design and to prepare them to address the complex interdisciplinary nature of the challenges of the 21<sup>st</sup> century and to maintain our current status as offering one of the leading undergraduate degrees in this field. By providing a co-ordinated and balanced programme, delivered by staff working in research and staff with industrial experience, the programme integrates core engineering science with practical application, aiming to inspire students and to challenge them to excel academically, whilst preparing them to enter professional practice or research.

It is accredited as fully satisfying the educational base requirements for a Chartered Engineer.

Strengths of this programme stem from the development of a sound base in traditional fundamental engineering principles and skills in the first two years, which is built on and complemented by application to increasingly complex problems. In the 3<sup>rd</sup> year this includes a major design project involving independent and group working and integration of technical, professional and management knowledge in a real-life context.

Students on MEng Architectural Engineering with a Year in Industry spend the fourth year of the five-year degree working in an engineering company of their choice. This provides them with wide-ranging experiences and opportunities to put their academic studies into context, and to improve their technical and professional skills. It also enhances their employment prospects, enabling them to gain direct experience of industry culture, make contacts and strengthen their CV. Students who complete their placements successfully may be offered full-time graduate employment with the same company following their final year.

The final year consolidates previous learning and provides opportunity to extend knowledge into specialist areas through an individual research project and by exposing students to cutting-edge, research-led Masters-level teaching.

The department has a strong research focus, with students taught by active research academics throughout their programme. In addition to the year in industry, the programme includes significant industrial involvement, with a variety of industry speakers, lectures, industrial tutors for design projects, and site visits.

The departments also have strong links with alumni, and an Industry Partnership careers event which provides opportunities for graduate jobs, work placements and advice on career opportunities. Graduates from this programme have a very strong employability record with most going on to jobs in Civil or Structural Engineering or Building Services Engineering.

Further information about the programme may be found on the internet at <http://www.shef.ac.uk/civil/ug>

## 16. Programme aims

The overall aims of our MEng Architectural Engineering programme with a Year in Industry are to prepare students to address the complex, global engineering challenges of the 21<sup>st</sup> century and to engender a commitment to professional development, life-long learning and social responsibility, thus creating graduates who have the capacity to make a beneficial impact in their chosen career. In doing this, we aim to provide the educational base for a Chartered Civil / Structural / Mechanical Engineer.

1. to provide students with a sound technical foundation in the key areas of Civil and Structural Engineering and Mechanical Engineering, as well as a more detailed and critical understanding in selected areas of specialist building physics alongside an awareness of Space and Architecture.
2. to introduce the multi-disciplinary, global and professional context in which civil and structural engineering projects are developed, enabling students to develop an appreciation of the professional responsibilities of civil, structural and building services engineers to society and the environment.
3. to develop students' ability to produce effective, innovative design solutions for the benefit of humanity, by taking a holistic approach, integrating engineering principles, subject-specialist knowledge with professional engineering skills and attitudes.
4. engender in students a holistic view of scientific and engineering aspects of building design, preparing students for employment in multidisciplinary teams.
5. for students to develop independence of thought, a critical approach to new information and ability to make rational, evidence-based decisions.

6. provide students with direct experience of working in industry, applying and developing their technical and professional skills.
7. for students to develop key engineering and professional skills and attitudes valued by employers, including ability to communicate clearly and effectively in a professional environment and to plan and manage work both independently and as part of a diverse but integrated team.
8. to inspire intellectual curiosity and develop the breadth of vision for students to become life-long learners by appreciating the need to adapt and keep up to date with changing knowledge and requirements.

## 17. Programme learning outcomes

<b>Knowledge and understanding:</b>		
<i>On successful completion of the programme, candidates will have developed:</i>		
<b>K1</b>	broad knowledge and understanding of fundamental principles of engineering science relevant to building services engineering, civil and structural engineering.	<p><b>Teaching / learning methods &amp; strategies (see section 18)</b></p> <p>K1, K2 and K3 are developed through a combination of lectures, tutorials / example classes, practical laboratory classes, small group project work, design classes and coursework assignments mainly in Y1 and Y2 but also extending into Y3 of the course.</p> <p>K4 is developed mainly through practical classes, design classes and coursework assignments, supported by lectures where relevant.</p> <p>K5 is developed through lectures, group project work, design classes and coursework assignments supported by seminars. This starts in Y1 but is principally developed in Y3 and Y4.</p> <p>K6 is developed through a combination of lectures, coursework and small group work in Y1 and 2 and the Y3 group design project.</p> <p>K7-K9 are developed through a combination of lectures, tutorials coursework assignments, small group project work and year 3 design work.</p> <p>K10 is delivered through tutorials in the year 3 design project</p> <p>K11 is gained through experience and discussions with industrial mentor and academic tutor during the year in industry.</p> <p><b>Assessment (see section 18)</b></p> <p>Knowledge and understanding are assessed through a combination of written examinations / class tests (K1-K3, K6-K9), assessed coursework (K1-K9), laboratory reports (K1, K2), group and individual design project reports (K3, K5-K9, K10), oral presentations and interviews (K1, K3, K5-K10).</p> <p>K11 is assessed through an experience report and presentation at the end of the placement.</p>
<b>K2</b>	broad knowledge and understanding of mathematics necessary to represent physical concepts and apply engineering science to building services, civil and structural engineering.	
<b>K3</b>	broad knowledge and understanding of analytical and design methods used in building services, mechanical engineering, and civil and structural engineering.	
<b>K4</b>	knowledge and understanding of the use of information and computation technology for analysis, design and management.	
<b>K5</b>	an understanding of the operation of the building services, civil and structural engineering industry, including business practice and project management.	
<b>K6</b>	an understanding of the professional and ethical responsibilities of building services, civil and structural engineers, the global context and impacts of civil engineering projects, and the social, environmental, ethical, economic and commercial considerations and constraints that influence engineering decisions.	
<b>K7</b>	a broad knowledge of the sciences and technology underpinning building design.	
<b>K8</b>	an understanding of the environmental impact of the energy efficiency and sustainability of building design.	
<b>K9</b>	an understanding of the relationship and interaction of space, architecture and engineering in building design.	
<b>K10</b>	An understanding of the key factors affecting project success, such as the commercial risks and occupant / building owner satisfaction.	
<b>K11</b>	working experience and appreciation of how subject-specific knowledge gained during the degree applies in the workplace.	

**Skills and other attributes:**

On successful completion of the programme, students will be able to:

**Intellectual skills:**

<b>S1</b>	Use engineering science, mathematics and, where appropriate, information technology to analyse and develop solutions to engineering problems.	<p><b>Teaching / learning methods &amp; strategies (see section 18)</b></p> <p>Intellectual skills are developed over the course of the 4-year programme through the teaching / learning methods outlined above and in section 18.</p> <p>Analysis and problem-solving skills (S1, S2) are developed through coursework in the form of problem sheets, supported by tutorial / example classes as well as through laboratory classes and small group / design projects.</p> <p>Further design and problem-solving skills (S3, S4, S5) are developed mainly through design classes, individual and group project work and coursework assignments.</p> <p>Experimental and research skills (S2, S6, S7, S8) are developed through coursework activities, practical laboratory analysis and the Y3 group design project, as well as through the individual research project.</p> <p><b>Assessment (see section 18)</b></p> <p>Intellectual skills associated with analysis, problem solving, and design are assessed through a combination of written examinations (S1), coursework assignments (S1-S7), lab reports (S2, S7), group and individual project reports and presentations / interviews (S3-S6, S8).</p>
<b>S2</b>	Extract, Analyse and interpret experimental and other numerical data.	
<b>S3</b>	Design a system, component, process or structure to meet a need.	
<b>S4</b>	Be creative and innovative in solving unfamiliar problems and developing designs.	
<b>S5</b>	Take an integrated / holistic approach to solving problems and developing designs, applying professional judgement to take into account risks, costs, benefits, safety, reliability, social and environmental impact.	
<b>S6</b>	Integrate and evaluate information and data from a variety of sources, exercising independent thought and judgement, taking a critical approach to new information and mitigating the impact of incomplete or uncertain data through the use of other approaches.	
<b>S7</b>	Undertake health and safety risk assessments and devise safe systems of working.	
<b>S8</b>	Plan and perform and report a programme of original research to investigate a technical problem.	

**Practical skills:**

<b>S9</b>	plan and conduct safely practical experiments to investigate engineering behaviour and material properties.	<p><b>Teaching / learning methods &amp; strategies (see section 18)</b></p> <p>Practical skills are developed over the course of the 4-year programme as outlined above and in section 18.</p> <p>Practical experimental skills, surveying, drawing and writing computer programmes (S9-S10) are introduced in Y1 through lectures and undertaking practical laboratory, surveying and computer classes, sketching and drawing / design classes. These are developed through coursework submissions and through group project work. These skills are further developed in later years, particularly in laboratory practical's and group project work.</p>
<b>S10</b>	prepare technical sketches and drawings, using hand or computer methods as appropriate.	
<b>S11</b>	write and evaluate computer programs to perform analysis of engineering problems.	
<b>S12</b>	use commercial computer software for analysis and design taking into account limitations of the software and using alternate methods as necessary.	
<b>S13</b>	use published scientific / engineering literature effectively.	

<b>S14</b>	prepare technical reports and give technical presentations.	<p>Use of computer software, scientific literature and skills in technical communication (S11-14) are introduced through lectures and project work and developed through application in group projects and coursework assignments.</p> <p><b>Assessment (see section 18)</b></p> <p>Practical skills are assessed through coursework assignments (S9-S14), lab reports (S9), class tests (S11), group and individual project reports and presentations / interviews (S12-S14).</p>
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<b>General Transferable Skills:</b>		
<b>S15</b>	Use information technology for communication and presentation.	<p><b>Teaching / learning methods &amp; strategies (see section 18)</b></p> <p>General transferable skills are developed over the course of the 4-year programme as outlined above and in section 18.</p> <p>Communication and presentation skills (S15, S16) are developed through practice in group project work and feedback on reports, coursework assignments and in individual project work.</p> <p>Teamworking and planning and management skills (S17-S19) are developed throughout the programme, particularly through group design projects and the Y3 integrated design project. In particular, the interdisciplinary teamworking and project management is introduced in the Y1 and Y2 faculty interdisciplinary project weeks.</p> <p>Students are encouraged to reflect on their learning and progress (S20) in individual progress reviews with their personal tutor. Reflection on learning and personal and professional development forms part of the Y1 Skills module and Y3 integrated design project.</p> <p><b>Assessment (see section 18)</b></p> <p>S15 and S16 are assessed through group and individual coursework submissions and project work.</p> <p>S17 is assessed within group design projects, in particular, the Y3 group design project</p> <p>S18 and S19 are assessed through the final year individual project, and other group design projects and individual coursework.</p> <p>S20 is mainly assessed through the Y3 integrated design project and the final year individual project.</p> <p>S21 is assessed through the year in industry report and presentation, and from discussions with the industrial mentor.</p>
<b>S16</b>	Communicate effectively (in writing, orally and through drawings).	
<b>S17</b>	Collaborate with others in interdisciplinary teams, take personal responsibility and act on own initiative.	
<b>S18</b>	Plan and manage their time and resources efficiently.	
<b>S19</b>	Find information and learn independently in familiar and unfamiliar situations, through critical enquiry.	
<b>S20</b>	Review their experience and level of competence and plan further personal / professional development in a wide context throughout their career.	
<b>S21</b>	Work effectively in an industrial environment.	

## 18. Teaching, learning and assessment

**Development of the programme learning outcomes is promoted through the following teaching and learning methods:**

- **Lectures** – used to transmit information, explain theories and concepts, and illustrate methods of analysis or design. For most lecture programmes tutorial sheets are provided to enable students to develop their understanding during private study.
- **Practical classes** - students undertake laboratory experiments, surveying and computing to gain practical skills.
- **Coursework assignments** - generally require students to seek additional information and work on their own, or sometimes in small groups, to develop understanding of subject matter.
- **Tutorials and example classes** - run for small groups or a whole class to help students with their understanding and to resolve problems as they work through tutorial sheets.
- **Design classes** - students work to solve design problems related to real engineering situations in order to learn design methods and to practise associated analytical techniques.
- **Group design projects** - teams, typically of 4 -6 students collaborate to tackle realistic design and field-based engineering projects by working through various design stages from concept and elaboration of design briefs to elements of detailed design. These projects, which increase in complexity over the duration of the course, develop a wide range of skills, including team-working and communication skills as well as further developing technical skills.
- **Individual industrial placement:** Year 4 is spent in industry. This provides students with experience of working in an engineering company, consolidates knowledge gained during their academic studies in years 1 to 3, and enhances their understanding of how to apply this in practice. It also provides students with opportunities to develop professionally and plan for further development towards a professional qualification.
- **Individual investigative project** – a major study carried out over two semesters and involving a significant research component. It is supervised by a member of the academic staff but allows the student ample scope to display initiative, originality and creativity.

**Formative feedback** is provided in all modules, sometimes through the teaching and learning methods outlined above (e.g. advice in tutorial, example and design classes) and sometimes in the form of written comments or verbal discussion relating to coursework assignments. The feedback is usually given by academic staff and teaching assistants, but also through organised peer- and self-assessment, which are very effective learning methods.

**Opportunities to demonstrate achievement of the programme learning outcomes are provided through the following assessment methods:**

- **Written examinations** – typically of 2 or 3 hours' duration.
- **Coursework submissions** - these are widely used and include design studies, computational assignments, laboratory reports, essays and project reports designed to assess the understanding of the module and ability to apply technical and other skills. Assignments are mainly undertaken on an individual basis but are sometimes undertaken in small groups.
- **Class tests** - tests conducted in a lecture theatre or workroom during the main teaching periods to assess progress, as an alternative to more formal assessment methods.
- **Oral presentations and interviews** – several group design projects or coursework assignments involve an oral or poster presentation either by an individual or a group presentation in which each group member plays a part. The audience may include industrial visitors and fellow students.
- **Group design project** – In Year 3, the major group project is assessed in various stages and using various methods including group presentations, in which each group member plays a part and written reports assembled by teams of students with shared authorship describing and critically analysing work. Individual experience and understanding are assessed through written reports describing and reflecting on personal professional development through experience gained and critical analysis of the project work.
- **Industrial placement** – A variety of methods are used to assess the placement undertaken in Year 4. These include two written reports describing and reflecting on personal professional development through experience gained in the year in industry (from an online skills-based placement journal), and an oral

presentation to their peers and staff on return from the year in industry.

- Individual Investigative Project** – This is the main individual project on the degree. It is undertaken in the final year and has several elements of assessment, which are expected to be at a professional level: project plan (intermediate report) and final written report, individual interview with two academic staff and conference presentation to staff and students. The student's commitment and project and progress management also form part of the assessment.

The teaching, learning and assessment methods adopted for each learning outcome are shown below. In most cases a combination of methods is used.

LEARNING OUTCOME (abbreviated - see Section 17 for full text)	TEACHING / LEARNING							ASSESSMENT						
	Lectures	Practical classes	Coursework assignments	Tutorials /examples classes	Design classes	Group design projects	Individual industrial placement	Individual investigative project	Written examinations	Coursework submissions	Class tests	Oral presentations / interviews	Group design project	Industrial Placement
K1 Fundamental principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
K2 Mathematics	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>
K3 Analytical / design methods	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
K4 Information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	
K5 Industry / business	<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	
K6 Professional responsibility	<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
K7 Industry operation		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>						<input type="checkbox"/>	<input type="checkbox"/>	
K8 Building Design	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		•		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		
K9 Environmental Impact	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>
K8 Architecture - Engineering	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
S1 Analyse problems	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>
S2 Analyse / interpret data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	
S3 Design to meet a need	<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>						<input type="checkbox"/>	
S4 Be creative / innovative					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>	
S5 Produce integrated designs					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>	
S6 Exercise independent judgement			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
S7 Carry out risk assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	
S8 Plan & perform technical investigation		<input type="checkbox"/>				<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
S9 Plan and conduct experiments		<input type="checkbox"/>	<input type="checkbox"/>						<input type="checkbox"/>					
S10 Prepare sketches / drawings		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
S11 Write computer programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
S12 Use commercial software			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>				<input type="checkbox"/>	
S13 Use published literature	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		
S14 Communicate technical info			<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
S15 Use information technology			<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
S16 Communicate effectively			<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S17 Collaborate in teams						<input type="checkbox"/>	<input type="checkbox"/>						<input type="checkbox"/>	
S18 Manage time efficiently			<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>						<input type="checkbox"/>	<input type="checkbox"/>

S19 Learn independently			<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	
S20 Manage professional development			<input type="checkbox"/>				<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	
S21 Work in industry							<input type="checkbox"/>							<input type="checkbox"/>	

Proportions of types of assessment by level can be found on the UniStats website: <http://unistats.direct.gov.uk/>

Detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules are published in the University Calendar available on-line at <http://www.sheffield.ac.uk/calendar/regs>.

## 19. Reference points

**The learning outcomes have been developed to reflect the following points of reference:**

Subject Benchmark Statements

<https://www.gaa.ac.uk/quality-code/subject-benchmark-statements>

Framework for Higher Education Qualifications (2024)

<https://www.gaa.ac.uk/the-quality-code/qualifications-frameworks#>

Guidelines for an Accredited MEng Course, Joint Board of Moderators of the Institution of Civil Engineers (ICE), Institution of Structural Engineers (IStructE), Chartered Institution of Highways & Transportation (CIHT) and Institute of Highway Engineers (IHE), 2009.

Guidance Notes on the Academic Content Requirements for a Degree in Building Services Engineering, Chartered Institution of Building Services Engineers 2006.

Academic Accreditation Guidelines for the Institution of Mechanical Engineers 2011.

The Accreditation of Higher Education Programmes, UK SPEC, 2004 (updated 2013) Engineering Council

<http://www.engc.org.uk/engcdocuments/internet/Website/UK-SPEC%20third%20edition%20%281%29.pdf>

University Vision and Strategic Plan

<https://www.sheffield.ac.uk/vision>

Education Strategy (2020-2025)

<https://staff.sheffield.ac.uk/vision/education>

The University of Sheffield Placement Learning Guidelines and Organiser Checklist

<http://www.shf.ac.uk/lets/pp/support/placement>

In assessing the learning outcomes, the level of performance, e.g. the extent of knowledge and depth of understanding, will comply with guidance given in the above references.

## 20. Programme structure and regulations

The programme structure is modular and in each year students study modules worth a total of 120 credits. In Years 1 and 2 the programme comprises mainly 20 credit modules and the curriculum has major components of mathematics and applied science. Architecture, Urban Studies and Town Planning, Mechanical Engineering and Electrical Engineering modules to the value of between 10 and 60 credits are taken in each of Years 1 - 4.

In Year 1, students participate in a compulsory week-long “Global Engineering Challenge”. Based on the Engineers without Borders Challenge (a national challenge for engineering undergraduates), students from across the Faculty of Engineering work together in multi-disciplinary teams to tackle a real-world problem with a global perspective. In Year 2, students take part in the compulsory week-long project “Engineering: You’re Hired”. Again, working with students from other engineering disciplines, this project requires them to apply their technical skills and engineering judgement to develop proposals for a technical industrially relevant problem. Neither of these cross-faculty group projects are credit bearing, but both are compulsory. The projects enable students to develop a range of professional and technical competences, including awareness of the global context of their decisions, communication skills, cultural agility and enterprising problem solving.

In Year 3, the curriculum is broader and involves consolidation of previous learning and application to real, complex situations, particularly in the form of an integrated group design project. This project, which spans the building physics and structural engineering disciplines is completed in the second semester of Year 3 and involves students working in interdisciplinary groups through the design process from initial brief and concepts

to detailed design to develop proposals for a real site in Sheffield.

In Year 4, students work in an engineering company for a minimum of 38 weeks. Throughout the placement year, students maintain an online skills-based journal. At the end of the placement, they use the journal to write a short reflection and give a presentation on the skills they have developed. The placement is assessed on a pass/fail basis and does not contribute to the degree classification: a pass in this placement year is required for the degree title to reflect the industry experience.

The final year includes a 30-credit individual investigative project and Masters-level technically advanced modules, exposing students to cutting-edge, research-led teaching.

At the end of year 2 students may transfer their registration to study for a BEng Architectural Engineering.

At the end of Year 2, students not meeting specified progression targets will be required to transfer their registration to BEng Architectural Engineering.

In Years 3 and 4, normally no changes of registration are allowed.

Detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules are published in the University Calendar available on-line at <http://www.sheffield.ac.uk/calendar/regs>.

## 21. Student development over the course of study

<p><b>Level 1</b> (1<sup>st</sup> Year)</p>	<p>Students will be introduced to the principal civil, structural and mechanical engineering subjects and will be able to apply standard methods to analyse relatively simple problems in these areas.</p> <p>In addition, an introduction to Architectural technology will be given including sustainability, and vernacular architecture. They will undertake practical experiments, programming and will be able to present, interpret and evaluate data reliably. They will also participate in design exercises requiring conceptual thinking, logical argument and judgement, and allowing the development of communication skills and teamwork.</p>
<p><b>Level 2</b> (2<sup>nd</sup> Year)</p>	<p>Students will gain more extensive knowledge and deeper understanding of the civil, structural and mechanical engineering subjects and principles including the scientific concepts underpinning building technology. In addition, they will be introduced to the core principles of reading, representing, and interpreting the physical organisation of space in cities, and the spatial environment and how they can be analysed. They will be able to select and apply established methods of analysis to solve more difficult problems. They will undertake more detailed design work in which some elements of professional practice are introduced. Students' practical and transferable skills will be further developed.</p>
<p><b>Level 3</b> (3<sup>rd</sup> Year)</p>	<p>Students will be exposed to the complexities of building services engineering and will also develop practical skills necessary to design buildings in an environmentally sustainable manner with a focus on passive design measures. Over the course of the second semester, students have the opportunity to experience the design process by working in inter-disciplinary teams on proposals for the redevelopment of a real brownfield site in Sheffield. The exciting and challenging project involves integrating a wide range of technical engineering design and management issues into development of a scheme from initial site and stakeholder analysis through option identification and evaluation to production of design calculations, detailed design drawings and models. In the second part students work individually bringing together their skills learnt in Structural Engineering, Mechanical Engineering and Architecture to design a low carbon building. This project develops skills in self-directed teamwork and requires innovative conceptual thinking skills in a multi-discipline environment. Students research, apply and integrate technical, professional and management knowledge, develop skills in creativity, independent research and judgement and ability to work with uncertainty, manage risk and adapt to changing environments.</p>

<b>Year in Industry</b>	Students will spend a year in industry, working with an employer on graduate-level projects (or series of projects), applying and developing their knowledge and skills in the context of the employer's area of work and within relevant time and funding constraints. In addition to an industry mentor, a university tutor will be in contact during the year, and where possible, will visit the student in their place of employment. The student will keep a skills-based journal of their professional development and will produce reports and a presentation covering their industry experience.
<b>Level 4</b> (5th Year)	Students will be exposed to advanced methods of analysis and simulation techniques for certain building services, particularly fluids, civil, structural and mechanical engineering problems. Students will enhance their knowledge through a range of technically advanced modules with a focus on the complex simulation of the indoor environment.  Students will also undertake a major individual investigative project, developing their ability to work independently, and carry out research, critically evaluating information and communicating effectively.
On graduation, students will be well prepared for a career in building services, civil or structural engineering and a range of other careers. They will have obtained the necessary academic qualification and educational base required to become a Chartered Engineer. They will also be able to assess whether or not they have the ability, motivation and interest to pursue post-graduate education in building services, civil or structural engineering.	

## 22. Criteria for admission to the programme

Detailed information regarding admission to programmes is available from the Department's website at <http://www.shef.ac.uk/civil/ug>.

## 23. Additional information

Every student has a personal tutor who is a member of the academic staff. The personal tutor is available to provide help and advice on all aspects of university life, including career decisions. In addition, Year 1 students see their tutor at a series of structured meetings to discuss personal skills and professional issues.

One of the aims of the programme is to assist students in developing a commitment to self-improvement and continuing professional development. Throughout the programme, students are encouraged to think about and record their skills, producing a portfolio to demonstrate achievement of some of the competences required by the Institution of Civil Engineers for graduates aiming to become Chartered Engineers.

Students are expected to find their own placement (either in the UK or abroad), although we are able to assist through the many contacts University staff have with industry. We regularly update students with details of companies with suitable placements. The University has a Student Placement Officer and Careers Officers, who brief students in Years 2 and 3 on CV writing, strategies for securing a placement and the practicalities of placement work. It is expected that students receive a salary for their work. The Year in Industry Tutor and the administrative staff maintain regular contact with the student and the placement provider throughout the year to check that the placement is going well. For all UK-based placements, a member of academic staff also visits the company.

Further information about both the programme and the department can be found on the internet at <http://www.sheffield.ac.uk/civil>

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department(s) and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed via our Student Services web site at [www.shef.ac.uk/ssid](http://www.shef.ac.uk/ssid)