PROGRAMME SPECIFICATION	

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	MSc
4	**Programme Title**	Engineering Geology
5	**Programme Code**	5041
6	**Programme Accreditation**	JBM, GeolSoc
7	**QAA Subject Benchmark(s)**	Engineering
8	**FHEQ Level**	7
9	**Last updated**	July 2013

10 Programme Aims

1 The primary purpose of this programme is to provide graduate civil engineers and geoscientists with the advanced conceptual understanding, detailed factual knowledge, specialist technical skills and an awareness of responsibilities to society and the environment appropriate for success as an engineering geologist practicing in a range of contexts (e.g. civil engineering, mineral extraction and/or environmental industries).

2 The programme is also designed to be capable of taking graduates of other numerate disciplines, such as geophysics, engineering, physics and mathematics, and converting them into skilled engineering geologist. To this end, the programme addresses:

(i) the principles of engineering geology, and their application in a range of contexts (including civil engineering, mineral extraction and environmental)
(ii) the site investigation, testing, interpretation and reporting process
(iii) the integration of diverse geological evidence (e.g. field observation; laboratory test results; hydrogeological data; soil contamination data, etc.) in order to assess hazards and risks arising from natural and man-made phenomena
(iv) key aspects of geotechnical design, e.g. foundations, slopes, retaining walls.

3 In addition to these academic and technical skills, the programme also aims to equip its graduates with a suite of transferable skills, including the ability to communicate effectively, the ability to employ IT and library resources appropriately, the ability to prioritise work and to meet deadlines, the ability to work alone and with others, and the ability to use initiative and to solve problems.

Programme Learning Objectives
On successful completion of the programme, students will have acquired a much deeper knowledge and understanding of Engineering Geology than would be expected at undergraduate level, together with many new skills.

Specifically, students will have gained:

- An advanced knowledge and understanding of the principles of engineering geology and of their applications in a civil engineering context
- An advanced knowledge and understanding of the engineering properties and characteristics of soils and rocks
- An advanced knowledge and understanding of the site investigation process from design, through testing and interpretation, to reporting
- An advanced knowledge and understanding of the geotechnical design process, and of the design of foundations, slopes and retaining walls

- A knowledge and understanding of the application of appropriate mathematical methods and IT tools, in engineering geology
- A knowledge and understanding of construction practice and an awareness of requirements for safe operation.
- The ability to identify the geological data relevant to a given engineering scenario, generate such data from field observation or through the employment of appropriate laboratory testing techniques, and interpret these data in an engineering context
- The ability to skilfully employ appropriate numerical methods for modelling and analysing problems in engineering geology
- The ability to select and apply ideas, concepts and data, from both science and engineering, in order to generate creative and innovative designs which provide optimal solutions to geotechnical problems
- The ability to skilfully employ appropriate software to support the design of these solutions
- The ability to evaluate the quality of engineering geological data collected through the use of testing and measurement equipment in field and laboratory environments
- The ability to present and summarise such data, and to critically appraise its significance, using numerical techniques
- The ability to critically assess the value and limitations of existing information on a given subject
- The ability to formulate or recognise key hypotheses, to test hypotheses using logical and consistent quantitative or qualitative arguments, and to identify key data which allow such tests to be made
- The ability to critically assess the value and limitations of new data in relation to existing information on a given subject, to draw logical conclusions, and to identify appropriate avenues for further study
- The ability to solve problems
- The ability to communicate by means of well prepared, clear and confident presentations and concise and grammatical written documents
- The ability to use library and other information sources skilfully and appropriately
- The ability to use IT resources skilfully and appropriately
- The ability to plan, organise and prioritise work activities in order to meet deadline
- The ability to work independently, with initiative, and also in teams

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Engineering.

Knowledge and Understanding

On completing the programme students should have:

A1 An advanced knowledge and understanding of the principles of engineering geology and their applications in a civil engineering, environmental and extractive industries context
A2 An advanced knowledge and understanding of the engineering properties and characteristics of soils and rocks
A3 An advanced knowledge and understanding of the application of mathematical methods in engineering geology
A4 A knowledge and understanding of aspects of construction practice and an awareness of requirements for safe operation.
A5 A knowledge and understanding of the application of geotechnical design processes in specific site developments
A6 A knowledge and understanding of the applications of computational methods in engineering geology

Teaching and Learning Methods

Specialist technical knowledge and understanding (A1-A6) are primarily imparted through lecture classes, many of which involve lecturers from industry. Lectures are supported by a range of field trips and site visits (A1-A2), tutorials (A2, A3, A4, A6), laboratory and other practical activities (A2, A4) and coursework projects (A3-A6).

Throughout the taught component of the course, students are encouraged and expected to engage in independent reading, and are supported in this by the provision of individual module reading lists. Observations and discussions on field trips and site visits (A1-A2), active participation in tutorials and practical classes (A2, A4) and engagement in coursework projects (A3-A6) all assist in the development of understanding.

Assessment Strategy

Formative assessment occurs through tutorial examples and coursework. For summative purposes, unseen examinations and project-based coursework are employed to assess factual knowledge and understanding.

Coursework involves both written and oral presentations. Some, or all, of A1-A6 (depending on topic) are also examined by means of a dissertation and presentation.

Intellectual Skills

On completing the programme students should be able to:

B1 Select and apply appropriate mathematical methods for modelling and analysing problems in engineering geology
B2 Select and develop appropriate computer based methods for modelling and analysis of problems
B3 Use scientific principles to demonstrate creative and innovative ability in the syntheses of solutions and in formulating designs for remediation of geotechnical problems
B4 Use scientific principles in the modelling and analysis of systems and processes of importance to the engineering geologist
B5 Produce solutions to problems through the application of engineering knowledge and understanding
B6 Undertake technical risk evaluation.

Teaching and Learning Methods

Understanding and experience of the analytical and testing techniques used in engineering geology (B1), are provided in the lectures, laboratory and other practical classes. Numerical skills (B1-B4) are formally taught in lectures and computer-based practical classes and are practised in design exercises.

Students are encouraged to acquire skills B1 and B2 through reflection on lectures, and active participation in the laboratory, and other practical classes. Lectures and design exercises allow students first to acquire, and then practise, their design skills (B3, B4). Familiarity with B1-B5 is reinforced, and further developed, as students apply their new skills to the analysis and solution of real problems.

Assessment Strategy

Subject specific and practical skills (B1-B5) are assessed by means of coursework exercises (e.g. calculations, design exercises, technical reports) and by unseen written examination. Some, or all, of B1-B5 (depending on topic) are also examined by means of a dissertation and presentation.

Practical Skills

On completing the programme students should be able to:

C1 Evaluate the quality of geotechnical data collected through the use of testing and measurement equipment in field and laboratory environments
C2 Present and summarise such data, and to appraise critically its significance, using numerical techniques
C3 Critically assess the value and limitations of existing information on a given subject
C4 Formulate or recognise key hypotheses, to test hypotheses using logical and consistent quantitative or qualitative arguments, and to identify key data which allow such tests to be made
C5 Critically assess the value and limitations of new data in relation to existing information on a given subject, to draw logical conclusions, and to identify appropriate avenues for further study
C6 Use engineering IT tools where appropriate
C7 Solve problems

Teaching and Learning Methods

Practical skills C1-C7 are developed during laboratory sessions, site investigation and design exercises and are also addressed within the individual student dissertation, whilst tutorials, field exercises and attendance at School research seminars enable skills C3-C7 to be developed further.

Assessment Strategy

Practical skills (C1-C6) are assessed by means of coursework in the form of site investigations, laboratory classes and reports, and written examinations. Some, or all, of C1-C6 (depending on topic) are also examined by means of a dissertation and presentation.

Transferable/Key Skills

On completing the programme students should be able to:

D1 Communicate by means of well prepared, clear and confident presentations and concise and grammatical written documents
D2 Retrieve information from literature/databases and manipulate and present data in a variety of ways
D3 Efficiently use general IT skills
D4 To plan, organise and prioritise work activities in order to meet deadlines
D5 To work independently, with initiative, and also in teams as required.
D6 Be creative and innovative in problem solving

Teaching and Learning Methods

Key skills D1-D4 are formally taught as part of the individual dissertation while opportunities may also be provided to develop all of these skills. Management of workload in order to meet deadlines (D4) is also promoted by means of coursework deadlines, whilst team working skills (D5) are developed by group exercises. These also provide opportunities for students to improve their problem-solving abilities (D6), and to extend their communication, library, IT, and time management skills (D1-D4).

Assessment Strategy

Key skills (D1-D4) are assessed via written examinations, the production of a research brief, and presentations. Communication (D1), library (D2) and IT (D3) skills, and the ability to meet deadlines (D4) work independently (D5) and solve problems (D6) are indirectly assessed by other coursework items (e.g. map exercises, technical reports, design projects), and all key skills (D1-D6) are examined by means of a project dissertation

12 Programme Curriculum, Structure and Features

Basic structure of the programme

This is a one-year full-time modular programme. It consists of 100 credits of compulsory, technical modules, 20 credits of optional modules and a 60 credit Dissertation. The taught component runs from late September to Easter, with the Dissertation submitted in August. Successful completion of the taught component is required in order for a student to progress to the Dissertation. All modules are taught in two week blocks (= 10 credits) or four weeks (= 20 credits) allowing students to become deeply immersed in a subject, and facilitating part-time study by students abroad or in industry.

Key features of the programme (including what makes the programme distinctive)

This is a one-year full-time modular programme. It consists of two parts: a 120-credit *taught component*, which runs from late September until June, and a 60-credit *research project*, for which a dissertation is submitted in August. Successful completion of the taught component is required in order for a student to progress to the dissertation project.

Following induction, and introductory sessions, the technical modules which make up the taught component of this programme lead the student sequentially and logically from the principles of engineering geology through to its applications, and complete the conversion of relatively inexperienced graduates into competent consultants. The technical content of the course is closely aligned with the research interests of the staff, enabling the modules to include cutting edge material which is constantly updated.

The overseas residential Field Trip at the end of Semester 2 allows the content of the technical modules to be applied and explored in the context of a wide range of exemplar sites.

The taught component of the Dissertation introduces the generic skills required in order to successfully initiate, carry out, and report on a significant research project and provides training in the use of appropriate statistics for data analysis and interpretation. With the guidance of the project supervisor each student will practice and develop the majority of the key skills in the course of their dissertation. Dissertations are closely aligned to the research interests of the Group and School, and may have input from industry research collaborators.

Research projects are often laboratory based, but may also involve field studies or numerical modelling work. During the project, students are usually based in the School, perhaps working in one of our established research groups, but the dissertation might entail working elsewhere, in collaboration with another industrial or academic partner. Students are encouraged and given support if they wish to seek publication of the results/findings of their dissertations.

Beyond the standard technical Engineering Geology route opportunities are provided for students to optionally follow alternative broadening paths exploring aspects of climate change and its relationship to Engineering Geology practice or business, consultancy and entrepreneurial aspects of the engineering geology.

The course is run by the 'Geotechnical and Structural Engineering' group in the School of Civil Engineering and Geosciences and is closely partnered with the sister MSc Geotechnical Engineering course. Throughout the programme students will find themselves immersed in an environment combining students from civil engineering, geological and other scientific backgrounds and cross-pollination of academic training and experience is actively encouraged.

An innovative feature of the course is that all technical modules are taught in short (generally one or two-week) blocks. These occupy students, largely full-time, until the module has been completed and students then progress to the next module. This structure enhances student learning by allowing later units to build on the concepts, knowledge and skills gained during those taught earlier and facilitates part-time study by students abroad or in industry.

Programme regulations (link to on-line version)

http://www.ncl.ac.uk/regulations/programme/

13 Criteria for admission

Entry qualifications
An upper-second-class Honours degree, or an international equivalent, in geology or civil engineering is preferred; other degrees in related disciplines are considered, as is work experience.

Admissions policy/selection tools

Non-standard Entry Requirements
Applicants who hold non-standard qualifications, and/or have relevant experience, are considered on an individual basis.

Additional Requirements

Level of English Language capability
IELTS 6.5 (or equivalent) in all components

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: https://my.ncl.ac.uk/students/

Induction
During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

Study skills support
Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Centre (further information is available from the Robinson Library).

Academic support
The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support
All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities
The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources
The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-sessional language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews
All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty, Learning and Student Experience Committee.

Programme reviews
The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty, Learning and Student Experience Committee. The FTLSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Teaching and Learning Committee.

External Examiner reports
External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations
All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback
Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms
The programme is subject to the University's Internal Subject Review process. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

Accreditation reports
The programme is accredited for further learning by the Joint Board of Moderators (Institution of Civil Engineers (ICE)), Institution of Structural Engineers (IStructE) and Institution of Highways and Transportation (IHT)). It is reviewed every 5 years following a visit from a JBM review panel made up of academics and professional engineers. The results and feedback from the JBM panel are considered by the Board of Studies.

The programme is also accredited for learning towards Chartered Geologist status by the Geological Society. It is reviewed every 5 years by a sub-panel of the Geological Society executive. The results and feedback from the panel are considered by the Board of Studies.

Additional mechanisms

16 Regulation of assessment

Pass mark
The pass mark is 50%

Course requirements
Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. Limited compensation up to 20 credits of the taught element and down to a mark of 40% is possible and there are reassessment opportunities, with certain restrictions.

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Masters programmes	
<50	Fail
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

Role of the External Examiner
An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, following recommendation from the Board of Studies. The External Examiner is expected to:

i. See and approve assessment papers
ii. Moderate examination and coursework marking
iii. Attend the Board of Examiners
iv. Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:
The University Prospectus: http://www.ncl.ac.uk/postgraduate/ The School Brochure http://www.ncl.ac.uk/marketing/services/print/publications/ordering/ Degree Programme and University Regulations: http://www.ncl.ac.uk/regulations/docs/ The Degree Programme Handbook (available on the internal webpage)

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Annex

Mapping of Intended Learning Outcomes onto Curriculum/Modules

		Intended Learning Outcomes			
Module	**Type**	**A**	**B**	**C**	**D**
CEG8201	Compulsory	1,2,3,4,5	1,2	1,5	1,2,3,4,5,6
CEG8202	Compulsory	1,2,3,4,5.6	1,2	1,2,3,4,5,6	1,2,3,4,5,6
CEG8208	Compulsory	1,2,3,4,5,6	1,2,3,4	1,2,3,4,5,6	1,2,3,4
CEG8204	Compulsory	2,4	1,2	1,6	1,2,3,4
CEG8209	Compulsory	1,2,3	1,2	1,2,3,4,5,6	1,2,3,4,5,6
CEG8207	Compulsory	1,2,4,5	2	1,2,4	1,2,3,4
CEG8608	Compulsory				
CEG8296	Compulsory	1,2,3,4,5,6	1,2,3,4,5	1,2,3,4,5,6	1,2,3,4,5,6
CEG8511	Compulsory				
CEG8106	Optional				
CEG8507	Optional				
CEG8516	Optional				
CEG8705	Optional				
CEG8004	Extra-Optional			3,4,6	1,2,3,4,5,6
CEG8505	Extra-Optional				
CEG8514	Extra-Optional				