UNIVERSITY OF WOLVERHAMPTON

Course Specification

Published Date:	23-Jul-2026
Produced By:	Multi Type Usr Record For All Personnel
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Architecture, Computing and Engineering		
Course Code(s):	CV036H01UF CV036H31UF	Full-time Part-time	3 Years 6 Years
UCAS Code:	H230		
Course Title:	BEng (Hons) Civil and Transportation Engineering		
Hierarchy of Awards:	Bachelor of Engineering with Honours Civil and Transportation Engineering Bachelor of Engineering Civil and Transportation Engineering Diploma of Higher Education Civil and Transportation Engineering Certificate of Higher Education Civil and Transportation Engineering		
Language of Study:	English		
Date of first cohort:	14/Sep/2026		
Specification valid from:	2025/6		

Academic Staff

Course Leader:	Julia Zakharova
Head of Department:	

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Standard Provision (Not delivered in partnership)
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

Distinctive Features of the Course:

The BEng (Hons) Civil and Transportation Engineering at the University of Wolverhampton combines academic rigour with practical application, providing students with a strong grounding in engineering principles and their real-world use. Delivered at the Springfield Campus, the programme makes full use of excellent teaching and laboratory facilities, enabling students to develop core knowledge and engage with modern civil and transportation engineering technologies throughout their studies.

The course is designed to progressively build your technical understanding and professional competence across key areas of civil and transportation engineering. You will study subjects such as structural engineering, geotechnics, transport systems, and water engineering, developing the analytical and problem-solving skills required in industry. The programme is accredited by the Joint Board of Moderators (JBM), meeting the educational requirements for progression towards Incorporated Engineer (IEng) status and providing a strong foundation for further professional development, including progression to Master’s and PhD programmes.

A strong emphasis is placed on applying theory to real-world engineering challenges. Through design projects, laboratory work, and industry-informed activities, you will develop technical, analytical, and professional skills. Specialist teaching and engagement with current engineering practices ensure that your learning reflects contemporary industry standards and emerging technologies.

Key features of the course include:

- Access to state-of-the-art laboratories and teaching facilities
- JBM accreditation, supporting progression towards IEng
- Strong emphasis on design, analysis, and applied engineering practice
- Engagement with industry professionals and real-world projects
- Development of technical, analytical, and professional skills
- Exposure to modern civil and transportation engineering practices and technologies
- Opportunities to build professional networks
- Supportive learning environment encouraging independent thinking
- Clear progression routes to postgraduate study (MSc and PhD)

The programme equips graduates with the knowledge, skills, and professional competencies required to succeed in civil and transportation engineering, supporting progression into professional practice or further academic study.

Educational Aims of the Course:

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2025/6	H	Full Time / Sandwich	£9535.00
2025/6	Overseas	Full Time / Sandwich	£15995.00
2025/6	H	Part Time	£4768.00
2026/7	H	Full Time / Sandwich	£9790.00
2026/7	Overseas	Full Time / Sandwich	£17600.00
2026/7	H	Part Time	£4895.00

PSRB:

CV036H01UF (Full-time)

Professional Accreditation Body:
Chartered Institute of Highways & Transportation (CIHT)

Accrediting Body:
Chartered Institute of Highways and Transportation (CIHT)

Accreditation Statement:
Accredited by the Chartered Institution of Highways and Transportation (CIHT) on behalf of the Engineering Council for the purposes of fully meeting the academic requirement for registration as an Incorporated Engineer.

Approved	Start	Expected End	Renewal
05/Jun/2026	05/Jun/2026	31/Aug/2029	31/Aug/2029

CV036H31UF (Part-time)

Professional Accreditation Body:
Chartered Institute of Highways & Transportation (CIHT)

Accrediting Body:
Chartered Institute of Highways and Transportation (CIHT)

Accreditation Statement:
Accredited by the Chartered Institution of Highways and Transportation (CIHT) on behalf of the Engineering Council for the purposes of fully meeting the academic requirement for registration as an Incorporated Engineer.

Approved	Start	Expected End	Renewal
05/Jun/2026	05/Jun/2026	31/Aug/2029	31/Aug/2029

CV036H01UF (Full-time)

Professional Accreditation Body:
Institute of Highway Engineers (IHE)

Accrediting Body:
Institute of Highway Engineers (IHE)

Accreditation Statement:
Accredited by the Institute of Highway Engineers (IHE) on behalf of the Engineering Council for the purposes of fully meeting the academic requirement for registration as an Incorporated Engineer.

Approved	Start	Expected End	Renewal
05/Jun/2026	05/Jun/2026	31/Aug/2029	31/Aug/2029

CV036H31UF (Part-time)

Professional Accreditation Body:
Institute of Highway Engineers (IHE)

Accrediting Body:
Institute of Highway Engineers (IHE)

Accreditation Statement:
Accredited by the Institute of Highway Engineers (IHE) on behalf of the Engineering Council for the purposes of fully meeting the academic requirement for registration as an Incorporated Engineer.

Approved	Start	Expected End	Renewal
05/Jun/2026	05/Jun/2026	31/Aug/2029	31/Aug/2029

CV036H01UF (Full-time)

Professional Accreditation Body:
Institution of Civil Engineers (ICE)

Accrediting Body:
Institution of Civil Engineers (ICE)

Accreditation Statement:
Accredited by the Institution of Civil Engineers (ICE) on behalf of the Engineering Council for the purposes of fully meeting the academic requirement for registration as an Incorporated Engineer.

Approved	Start	Expected End	Renewal
05/Jun/2026	05/Jun/2026	31/Aug/2029	31/Aug/2029

CV036H31UF (Part-time)

Professional Accreditation Body:
Institution of Civil Engineers (ICE)

Accrediting Body:
Institution of Civil Engineers (ICE)

Accreditation Statement:
Accredited by the Institution of Civil Engineers (ICE) on behalf of the Engineering Council for the purposes of fully meeting the academic requirement for registration as an Incorporated Engineer.

Approved	Start	Expected End	Renewal
05/Jun/2026	05/Jun/2026	31/Aug/2029	31/Aug/2029

CV036H01UF (Full-time)

Professional Accreditation Body:
Institution of Structural Engineers (IStructE)

Accrediting Body:
Institution of Structural Engineers (IStructE)

Accreditation Statement:
Accredited by the Institution of Structural Engineers (IStructE) on behalf of the Engineering Council for the purposes of fully meeting the academic requirement for registration as an Incorporated Engineer.

Approved	Start	Expected End	Renewal
05/Jun/2026	05/Jun/2026	31/Aug/2029	31/Aug/2029

CV036H31UF (Part-time)

Professional Accreditation Body:
Institution of Structural Engineers (IStructE)

Accrediting Body:
Institution of Structural Engineers (IStructE)

Accreditation Statement:
Accredited by the Institution of Structural Engineers (IStructE) on behalf of the Engineering Council for the purposes of fully meeting the academic requirement for registration as an Incorporated Engineer.

Approved	Start	Expected End	Renewal
05/Jun/2026	05/Jun/2026	31/Aug/2029	31/Aug/2029

Course Structure:

September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 90 credits in each academic calendar year.

Module	Title	Credits	Period	Type
4CV021	Applied Engineering Mathematics & Modelling	30	SEM1	Core
4CV017	Succeeding at University-Civil Engineering	30	SEM1	Core
4CV020	Surveying and Digital Technologies	30	SEM2	Core
4CV022	Mechanics of Materials	30	SEM2	Core

September (Part-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
4CV017	Succeeding at University-Civil Engineering	30	SEM1	Core
4CV020	Surveying and Digital Technologies	30	SEM2	Core

September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 90 credits in each academic calendar year.

Module	Title	Credits	Period	Type
5CV027	Structural Design	30	SEM1	Core
5CV023	Professional Development-Civil Engineering	30	SEM1	Core
5CV026	Soil Mechanics and Geotechnical Applications	30	SEM2	Core
5CV028	Transportation Engineering and Design	30	SEM2	Core

September (Part-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
4CV021	Applied Engineering Mathematics & Modelling	30	SEM1	Core
4CV022	Mechanics of Materials	30	SEM2	Core

September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 90 credits in each academic calendar year.

Module	Title	Credits	Period	Type
6CV036	Transport Planning and Modelling	30	YEAR	Core
6CV038	Final Year Dissertation	30	YEAR	Core
6CV031	Hydraulics & Water Engineering	30	SEM1	Core
6CV037	Capstone Design Project	30	SEM2	Core

September (Part-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
5CV027	Structural Design	30	SEM1	Core
5CV028	Transportation Engineering and Design	30	SEM2	Core

September (Part-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
5CV023	Professional Development-Civil Engineering	30	SEM1	Core
5CV026	Soil Mechanics and Geotechnical Applications	30	SEM2	Core
6CV036	Transport Planning and Modelling	30	YEAR	Core

September (Part-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
6CV031	Hydraulics & Water Engineering	30	SEM1	Core
6CV037	Capstone Design Project	30	SEM2	Core
6CV038	Final Year Dissertation	30	YEAR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Regulations Exemption:

Section 4.2.1 - Exemption in accordance with competency requirements stipulated by the Engineering Council’s Accreditation of Higher Education Programmes (AHEP4) and the Joint Board of Moderators (JBM). Projects and taught modules involving formal examinations should be components and must achieve a passing grade.

Section 4.6.2 - For programmes accredited under the Engineering Council’s Accreditation of Higher Education Programmes (AHEP4) and the Joint Board of Moderators (JBM), compensation (marginal fail) is allowed for a maximum of 30 credits, with marks no more than 10% below the pass mark to be awarded credit (providing that all learning outcomes are achieved and excluding major projects/dissertations).

Reference Points:

Engineering Council: Recognising learning and development programmes

Joint Board of Moderators (JBM)

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

University Policies and Regulations

Equality Act 2010: guidance - GOV.UK

Apprenticeship Standard

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
CERTHE01 Demonstrate knowledge of the underlying concepts, theories and principles associated with your area(s) of study. (Knowing)	
CERTHE02 Evaluate, interpret and apply data, to develop ideas and discussion in your subject(s) of study (Knowing)	
CERTHE03 Use different approaches to solving problems related to your area(s) of study (Doing)	
CERTHE04 Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments (Doing)	
CERTHE05 Identify and undertake further training and develop new skills to support your learning (Being)	
CERTHE06 Identify personal qualities and transferable skills necessary for further study and/or employment (Being)	
DIPHE01 Demonstrate knowledge and application of the concepts and principles of your area(s) of study (Knowing)	
DIPHE02 Demonstrate the application of those principles in an employability and/or professional practice context (Knowing)	
DIPHE03 Identify and use methods of enquiry in the subject(s) and evaluate the appropriateness of different approaches to solving problems in study (Doing)	
DIPHE04 Use a range of new and established techniques to explore and critique data and sources of information, to solve problems within your subject (Doing)	
DIPHE05 Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences (Being)	
DIPHE06 Show personal responsibility and decision-making to developing existing skills and acquire new competences that will enable you to reach your employability goals (Being)	

Learning Outcomes	Modules
BHONSN01 Knowing (Knowledge and Understanding): Apply Engineering Principles to Complex Problems, informed by a critical awareness of new developments and the wider context of engineering.	
BHONSN02 Knowing (Knowledge and Understanding): Evaluate Technical Literature and Data, assessing their relevance and reliability.	
BHONSN03 Doing (Practical Application): Design Civil and Transportation Engineering Solutions, considering applicable health and safety, environmental, and commercial factors.	
BHONSN04 Doing (Practical Application): Implement Engineering Analysis Techniques to model civil and transportation engineering problems.	
BHONSN05 Being (Personal and Professional Development): Demonstrate Ethical and Professional Responsibility.	
BHONSN06 Being (Personal and Professional Development): Commit to Lifelong Learning and Professional Development.	
BHONS01 Knowing (Knowledge and Understanding): Apply Engineering Principles to Complex Problems, informed by a critical awareness of new developments and the wider context of engineering.	
BHONS02 Knowing (Knowledge and Understanding): Evaluate Technical Literature and Data, assessing their relevance and reliability.	
BHONS03 Doing (Practical Application): Design Civil and Transportation Engineering Solutions, considering applicable health and safety, environmental, and commercial factors.	
BHONS04 Doing (Practical Application): Implement Engineering Analysis Techniques to model civil and transportation engineering problems.	
BHONS05 Being (Personal and Professional Development): Demonstrate Ethical and Professional Responsibility.	
BHONS06 Being (Personal and Professional Development): Commit to Lifelong Learning and Professional Development.	

Teaching, Learning & Assessment Strategy/(Learning and Teaching):

The course is structured to progressively build your confidence by developing strong foundations before introducing more complex concepts and professional skills, in line with the Accreditation of Higher Education Programmes, 4th edition (AHEP4) learning outcomes for Incorporated Engineer. At Level 4, core modules such as Applied Engineering Mathematics & Modelling, Mechanics of Materials, and Succeeding at University – Civil Engineering focus on underpinning knowledge, study skills, and professional awareness, ensuring students are well prepared for higher-level technical learning.

In-person teaching is complemented by online learning activities through the virtual learning environment, providing flexible access to lectures, worked examples, digital resources, and formative assessments. This blended approach supports inclusive learning and allows students to engage at their own pace while benefiting from face-to-face tutorials, laboratories, and group-based activities.

You are supported in developing academic and digital skills through scaffolded assessments, group work, research tasks, and guided independent study across modules. Professional and practice-based learning is embedded through industry-informed teaching, live case studies, and applied design tasks in modules such as Professional Development-Civil Engineering, Transportation Engineering and Design, and the Capstone Design Project.

The course promotes digital fluency through the use of industry-standard software, data analysis tools, and digital surveying technologies, while emphasising ethical practice, professional responsibility, and the appropriate use of digital tools and AI in accordance with engineering standards and professional expectations

Assessment Methods/Assessments:

Assessments across the course are designed to actively support learning while maintaining a balanced and manageable workload. A wide range of assessment types is used, including presentations, technical report writing, laboratory activities, tests, online quizzes, examinations, specialist design software tasks, and independent research through the dissertation. This variety allows students to demonstrate achievement of learning outcomes in different ways and supports the progressive development of knowledge and skills across all levels.

You are provided with opportunities to practise and receive feedback through formative activities, staged submissions, in-class activities, and online quizzes, particularly in early modules. Assessments are explicitly designed to develop intellectual skills such as critical thinking, problem-solving, data interpretation, and evidence-based argument, particularly through design-based tasks, case studies, laboratory analysis, and the final-year Capstone Design Project and Dissertation.

Inclusivity and accessibility are embedded through clear assessment briefs, transparent marking criteria, varied assessment formats, and alignment with inclusive assessment principles. You are supported to personalise their assessment experience through choice of topics, case studies, and project focus, enabling alignment with personal interests and career aspirations. Many assessments mirror real-world engineering practice, reinforcing professional competence and readiness for Incorporated Engineer roles.

Further Information for Student:

The course is designed to support you from entry through to graduation by embedding academic, personal, and professional development throughout the programme. At Level 4, modules such as Succeeding at University – Civil Engineering support students in settling into university life by developing academic writing, numeracy, digital literacy, teamwork, and independent learning skills, providing a strong foundation for progression.

Academic support is built into core technical modules including Applied Engineering Mathematics & Modelling, Mechanics of Materials, and Surveying and Digital Technologies, using scaffolded learning, tutorials, and practical activities to support students from diverse educational backgrounds. Different formative activities, with structured feedback designed to build confidence, highlight strengths, and guide improvement before higher-stakes assessments in modules such as Structural Design and Transportation Engineering and Design.

Industry-focused modules, including Professional Development-Civil Engineering, Infrastructure Assets Management, and the Capstone Design Project and Dissertation, prepare students for professional practice by developing employability, reflective skills, and real-world problem-solving. Student feedback is actively used through module evaluations, student–staff liaison meetings, and course reviews to ensure teaching, assessment, and support remain inclusive, relevant, and responsive to student needs.

The University provides a wide range of academic and pastoral support to help students succeed in their studies and personal development. This includes access to the Library and Skills for Learning service, student success coaching for students in their early stages, and tailored advice from the Careers and Enterprise teams. Students also benefit from 24/7 wellbeing support through WLV Student Life Connect, pastoral care via the Multi-faith Chaplaincy, and assistance from the Mental Health and Wellbeing team. Those living in university accommodation have additional access to Residential Life support, and all students can engage with the Students’ Union for advocacy, societies, and further peer-led services.

Currency:

The course is designed to ensure its breadth of content remains current, relevant, and informed by ongoing research, emerging theories, and contemporary industry challenges. Module content is reviewed regularly to reflect advances in areas such as sustainable infrastructure, digital design technologies, transportation systems, and asset management, ensuring alignment with professional standards and employer needs.

You will engage with research throughout the course, beginning with research-informed teaching and progressing to independent inquiry. Core and specialist modules incorporate contemporary case studies, technical literature, and data-driven analysis, while the Capstone Design Project and Dissertation provides a structured opportunity for students to undertake independent research, often informed by staff expertise and applied industry contexts. This approach develops critical thinking, analytical skills, and evidence-based decision-making.

The course encourages creative and critical engagement with real-world challenges, particularly those related to sustainability, enterprise, resilience, and social responsibility. These themes are embedded across design, geotechnical, transportation, water, and infrastructure management modules. The University's Graduate Attributes are integrated throughout the curriculum, supporting students to become knowledgeable engineers, professional practitioners, digitally fluent users of modern tools, and responsible global citizens. Interdisciplinary learning, teamwork, and reflective practice further promote adaptability and lifelong learning, equipping graduates to respond effectively to future challenges in civil and transportation engineering.

Personalisation Opportunities:

The course is designed to give you flexibility to explore topics, projects, and assessments that reflect their personal interests, career goals, and lived experiences. From early stages, modules such as Succeeding at University – Civil Engineering encourage students to connect academic learning with their own motivations and aspirations, supporting goal setting and reflective practice.

Across the course, you are offered choice in learning and assessment through flexible project briefs, case-study selection, and applied problem-solving tasks within modules such as Surveying and Digital Technologies, Transportation Engineering and Design, and Hydraulics & Water Engineering. At Level 6, the Capstone Design Project and Dissertation provides significant autonomy, allowing students to select a topic aligned with their interests, industry experience, or intended career pathway.

You are supported to make informed decisions about specialisms and project focus through academic tutoring, career guidance, and exposure to industry-relevant content in modules such as Infrastructure Assets Management and Professional Development-Civil Engineering. Diverse perspectives are integrated through real-world case studies, inclusive teaching practices, group work, and discussions that reflect global engineering challenges and varied social contexts. Continuous reflection, supported by academic feedback and supervision, enables students to evaluate their progress, build confidence, and actively shape their personal and professional development throughout the course.

Employability in the Curriculum/Employability and Professional Development:

The course is designed to help students explore and prepare for a wide range of career pathways within civil, transportation, and infrastructure engineering. Career awareness and employability are embedded throughout the curriculum, with industry-linked projects, live case studies, and applied design tasks introduced from early stages and developed further in modules such as Transportation Engineering and Design, Infrastructure Assets Management, and the Capstone Design Project and Dissertation. These activities expose students to real-world engineering challenges and professional roles.

You are supported in developing a strong professional identity through continuous skills development, reflective practice, and opportunities to build a portfolio of technical and transferable skills, including teamwork, communication, problem-solving, and digital competence. Professional standards and employer expectations are embedded in teaching and assessment through alignment with JBM accreditation and the Accreditation of Higher Education Programmes, 4th edition (AHEP4) learning outcomes for Incorporated Engineer, alongside industry-relevant software, technical reporting, and ethical practice.

The course provides structured opportunities for reflection and feedback, supported by academic tutors and careers guidance, enabling students to identify strengths and areas for development. Employability skills such as CV writing, interview preparation, and networking are supported through dedicated sessions, employer engagement, and project-based learning. You are guided to make informed choices about project topics and areas of specialism through academic advising, career discussions, and exposure to diverse engineering pathways aligned with their long-term professional goals.