

CSE6003-B Module Handbook

Feasibility Study

Semester: University of Bradford / Semester 1

Module Level: FHEQ Level 6

University of Bradford Credits: 20

Module Reading and Resources List:

<https://bradford.rl.talis.com/modules/cse6003-b.html>

This handbook gives you valuable information about your module, including which topics you will be studying, how you will be assessed and what learning materials you will need.

If you have any questions after reading this handbook or at any point during your module, please talk to your Module Tutor. For help and support with your module, visit the 'Module Contacts' section of your Canvas course (our Virtual Learning Environment) or speak to your Personal Academic Tutor.

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Welcome and introduction

Hello, everyone, Dr Dai and I will deliver this module and I am the module leader. The module consists of several general lectures, consulting tutoring sessions and field study. You will work as a team of around 6 students.

Module aims and outcomes

- (1) To develop solutions to civil engineering problems by a process of critical appraisal and review using information obtained from a reconnaissance survey and other sources.
- (2) To provide an opportunity to be creative and innovative.
- (3) To further develop presentation, team working and personal management skills.

Module learning outcomes (LOs)

01. Apply the knowledge to solve open-ended civil engineering problems.
02. Define a problem and the constraints to the solutions.
03. Apply the principles of sustainability to solve open-ended civil engineering problems.
04. Critically evaluate information obtained from sources to establish design objectives.
05. Apply creative and innovative methods to critically assess alternative proposals against the design objectives.
06. Use design data and IT skills to present technical solutions to a problem; demonstrate written and oral communication skills.

Module organisation of work and topics

To access the current reading list for this module, click on the reading list link in your Canvas site. You can also find this module on our Reading List database, Talis Aspire:

<https://bradford.rl.talis.com/index.html>

The outline syllabus gives you an indication of which topics you will study. This information may be subject to change, so please keep a record of any module announcements regarding changes from your Module Tutor, from Canvas, or by electronic communication.

The feasibility study is set against the backdrop of the social and economic problems facing the town of Whitby in North Yorkshire. The study includes reconnaissance surveys (via recorded description video) of selected parts of the town; development of a detailed brief from the Client's outline brief and coursework briefing; evaluation and analysis of evidence and data gained via the video and from other sources; development of detailed proposed solutions to the series of civil engineering problems by a process of critical appraisal and review. The nature of the data and evidence collected and the solutions developed will vary depending on the Client's outline brief and the area selected. Factors to be considered by the design teams will vary but are likely to include most of: geology, weathering processes and properties of surface and near-surface deposits; ground conditions; flood and tidal risk; construction methods including temporary works, plant access and materials availability; historical perspective; architectural vernacular; alternative structural forms; aesthetics; noise pollution; health and safety considerations including risk assessment; durability and materials performance; financial risk; project planning; sustainability (economic, ecological, environmental and socio-economic factors); designing for ease of inspection, low maintenance, demolition and re-cycling; buildability and planning constraints. Presentation of results of feasibility study by written report and oral presentation to an audience of students and academic staff

The first two weeks will be the general lectures and group forming. We will conduct the field study in teaching week 3, followed by tutorial sessions.

Learning and teaching on this module

Relevant knowledge on various aspects of the module is delivered at lectures and through watching the video. Student teams are encouraged to propose and develop their designs on concerned aspects required in the module coursework briefing. Tutorial sessions with module lecturers are arranged to discuss, consult and improve students' group work. Directed study will provide students' groups to undertake and complete their coursework.

Much of the formative feedback for this module will be informal, through class and mostly tutorial sessions and questioning. During tutorials, lecturers will ask questions of the class and the answers to these questions will help to assess students' level of understanding of the subject. We may ask students specific questions to ascertain their understanding of concepts. When asking questions, we will either confirm the correct answer or will provide further learning for the group to aid in the understanding of that particular subject. Oral feedback will be given to students' teams during tutorial session. Written feedback of the group coursework report will be provided in VLE.

Detailed assessment criteria is developed to fully assess every aspect of the team work (both the team report and oral presentation) in terms of the quality and quantity of the work they have undertaken as a team and their individual contribution to the team effort. Peer assessment form is developed to allow students to assess their peer's contribution which is considered for individual student assessment.

The summative feedback will be in the form of;

1. After the group oral presentation session, feedback will be given the following week.
2. We will be available to discuss the feedback in our usual office hour or alternatively email us with the subject feedback and we will agree another mutually convenient time.
3. Students will receive all summative feedback within four working weeks after the handing date of the group coursework report. Once the feedback is available on VLE we will announce this in VLE.

Scheduled module learning (hours)

This module carries hours of study, usually distributed as follows. These may be subject to change in exceptional circumstances due to internal resources or external demands. You will be notified of any changes.

Fieldwork - 16

Lectures - 4

Tutorials - 28

Directed Study - 152

Module Assessments

Summative: Coursework (weighting 80%)

Group Report 4000 words per student

Summative: Presentation (weighting 20%)

20 Minute Presentation per team (20 Minutes)

Assessment Briefing Information

assessment will consist of group oral presentation (20%) and group report (80%)

Additional assignment briefing information are provided for this module in the University's VLE.

Developing good academic practice

Referencing Style

The academic referencing and citation style for this module is **Harvard**

Further information can be found in the University's Referencing Style Guide:

<https://www.bradford.ac.uk/library/find-out-about/referencing/>

Study Skills Support

Most students find that they need some assistance, guidance or reassurance at some point during their studies. For help and support with your module, visit the 'Module Contacts' section of your Canvas course or speak to your Personal Academic Tutor. Your well-being is important for effective study, so do not be afraid to contact the Student Life and Wellbeing Services if you need [help](#). There are a range of Student Services at the University who can also support you with your studies, including the Academic Skills Advice Service who provide a range of self-access skills resources, workshops and 1:1 appointments:

[Academic Skills Advice - Home \(sharepoint.com\)](#)

For more information about the wide range of support available during your studies, visit the 'Supporting your Studies at Bradford' page on [Canvas](#)

Academic Misconduct

As a student, you are expected to complete all work independently and honestly, using an appropriate academic style. Failure to do so may result in penalties for academic misconduct.

For further information about what academic misconduct means and what your obligations are as a student visit the Student Casework Team website:

<https://www.bradford.ac.uk/academic-misconduct-appeals-and-student-complaints/>

Extenuating circumstances and extension

During your studies, you might face circumstances which impact or extenuate your ability to attend learning sessions, complete assessments or academically perform at your expected level. This might include, for example, serious illness like Covid-19, or personal issues such as bereavement.

It is important that you tell someone at the University as soon as you can about any such issues so you can get the advice and support you need. As soon as an issue arises, let your Module Tutor and your Personal Academic Tutor know. They will then determine how best to support you.

Support before an assessment deadline might include:

- Having additional support sessions to help you with your assignment.
- Involving other services with your permission such as study skills support or counselling.
- Offering you the opportunity to request an extension to the assignment deadline by completing an Extension Form (available from the [Extenuating Circumstances information site](#)).
- Recommending that you submit an Extenuating Circumstances Form, if you are going to be unable to complete a particular assessment even with an extension or additional support:
https://evision.brad.ac.uk/urd/sits.urd/run/SIW_LGN

Include evidence of your circumstances, such as a doctor's note, and submit the form well in advance of the date of the assessment you are unable to attend or complete. This will then be reviewed by a Faculty panel and you will receive email updates about the status of your request and whether it has been accepted.

If it is impossible to let anyone know about your circumstances before the assessment date or assignment deadline, let your Module Tutor and Personal Academic Tutor know as soon as you can afterwards. In this scenario, you should also complete an Extenuating Circumstances form online via your e:Vision account. You should submit this online form no later than 7 days after your assessment was due to take place.

More information about extenuating circumstances and extensions

Visit the dedicated University intranet site to find information about what to do when things go wrong and the processes for requesting extensions and submitting Extenuating Circumstances:

<https://unibradford.ac.sharepoint.com/sites/student-life-service-intranet/SitePages/extenuating-circumstances.aspx>

How this module is reviewed

Your feedback

You can provide feedback on your modules in a number of diverse ways. Some common forms of feedback at Bradford are:

- Talking to your Module Tutor
- Completing module evaluation surveys
- Talking to the Student Representative for your programme – or becoming one yourself
- Asking your Rep or Tutor to consider something at a Student-Staff Liaison Committee
- Participating in staff/student forums
- Completing University and national student experience surveys

The external examiner

The external examiner is an expert in the discipline or subject area who volunteers to peer review the academic standards and quality of this module and are usually a lecturer or professor involved in teaching at another University. They advocate on your behalf ensure that this module is taught and assessed in ways that are fair and robust compared to the UK higher education sector.

The external examiner(s) for this module:

Prof Cedric D'Mello

Continuous, annual and periodic review

Student feedback, external expertise and internal University reviewers all regularly contribute to the ongoing development and enhancement of University of Bradford modules and programmes.

All feedback is important to us and we seek to implement any changes that will benefit the programme at the earliest possible opportunity, whether that is within a teaching period, during annual review or at the next full re-certification of the programme.