

PROGRAMME SPECIFICATION

Bachelor of Science with Honours (Fnd) in Civil Engineering

Awarding institution	Liverpool John Moores University
Teaching institution	Oryx Universal College WLL
JACS Code	
Programme Duration	
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Engineering (2015)
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Bachelor of Science with Honours (Fnd) in Civil Engineering Diploma of Higher Education (Fnd) in Civil Engineering Certificate of Higher Education (Fnd) in Civil Engineering
Link Tutor	Sian Dunne

Educational aims of the programme

The programme is designed to allow students without sufficient qualifications for level 4 entry to the programme to develop a high level of technical expertise together with the leadership skills needed to practice successfully as a professional engineer in the modern international civil engineering environment. The knowledge and skills gained from this programme are designed to enable graduates to make an immediate contribution to their employers, and to enable them to progress to an MSc or PhD in Civil Engineering.

The educational aims of the BEng (Hons) Fnd in Civil Engineering are to:

Provide a well-balanced education which allows the student to achieve his/her full academic potential and in doing so to facilitate the development of independent logical thought and judgement.

Enable the student to develop his/her intellectual, analytical and critical abilities in order that he/she might exercise those abilities within civil engineering.

Deliver an educational experience for the students which enables them to develop their knowledge of those scientific, mathematical and computational principles and methods relevant to civil engineering.

Develop the students' ability to apply engineering concepts and tools to the solution of civil engineering problems.

Facilitate the development of design capability, from the understanding of customer needs through to the development and evaluation of innovative designs.

Encourage and enable students to develop the full range of communication skills.

Enable students to solve technical and intellectual challenges within the field of civil engineering, taking into consideration business, social, ethical and sustainability issues.

Provide the opportunities for students to combine theory with practice through the practical application of engineering skills.

Provide graduates with a range of highly relevant transferable skills such as team working, problem solving, self-learning as a foundation for lifelong CPD, and the ability to exercise initiative and personal responsibility.

Develop skills to ensure that the graduate will operate within a sound Health and Safety framework as provided by the regulatory framework of the industry.

Develop critical awareness of all aspects of sustainability to ensure that graduates operate responsibly within their chosen discipline, and make positive choices in this context.

Encourage students to engage with the development of employability skills by completing a self-awareness statement.

The programme aims specific to level 3 are:

- study effectively as reflective and independent learners at level 4 and above
- select and apply appropriate basic mathematical techniques to engineering and technology problems
- use basic physical models and understand how physical principles underpin a range of engineering and technology disciplines
- appreciate how algorithms and computer systems are used to solve problems, analyse data and make decisions
- carry out an effective experimental investigation

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education (Fnd)

A student who is eligible for this award will be able to:

Demonstrate a sound knowledge of the basic concepts of civil engineering related subjects and have learned how to take different approaches to solving engineering problems.

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education (Fnd)

A student who is eligible for this award will be able to:

Demonstrate analytical and evaluation skills and be able to apply them to a deeper knowledge of the principles and concepts of civil engineering and related subjects. Students will also be able to apply these principles widely within the context of the civil engineering profession. Critically evaluate the appropriateness of different approaches to design and problem solving with civil engineering.

Target award Learning Outcomes - Bachelor of Science with Honours (Fnd)

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Apply knowledge of mathematics, statistics, natural science and engineering principles to the solution of complex problems.
2. Analyse complex Civil Engineering problems by collecting, processing and inferring relevant data, facts and information, and by using first principle mathematics, statistics, applied science and engineering principles.
3. Select and apply appropriate computational and analytical techniques to simulate complex Civil Engineering systems for planning, designing and construction, with due regard to the limitations of the techniques and scope of applications employed.
4. Select and evaluate technical literature and other sources of information to address complex Civil Engineering problems.
5. Develop a methodology based on the critical evaluation of technical literature, using qualitative and quantitative data to provide recommendations to bring improvement aligned with UN SDG's, through independent research.
6. Design innovative solutions in accordance with current appropriate codes of practice and industry standards.
7. Demonstrate professional and ethical behaviour with regard to Civil Engineering, involving consideration of Health and Safety, diversity, inclusion, cultural, societal, environmental and commercial matters.
8. Demonstrate knowledge of the holistic nature of Civil Engineering projects and the wider impact on the society, economy and environment. This will include BIM and life cycle analysis.
9. Develop an awareness and the ability to identify ethical concerns and to make reasoned and justified ethical choices.
10. Evaluate and mitigate risk, including environmental, commercial and security risk associated with Civil Engineering projects.
11. Work effectively within a group to design, analyse and evaluate Civil Engineering projects, adopting an inclusive approach and recognising the responsibilities, benefits and importance of supporting equality, diversity and inclusivity.
12. Apply practical engineering skills acquired through laboratory work, to the design of complex civil engineering projects.

13. Use a range of land surveying equipment effectively for setting out engineering works and for collecting site data for the production of engineering plans.
14. Exercise initiative and ethical personal responsibility both as a leader and as a team member.
15. Plan and record CPD for personal and professional development.
16. Develop specifications for materials and methods to ensure quality of engineering design solution and its construction.
17. Develop planning and control project schedules with regard to Civil Engineering project management principles, commercial and legal aspects.
18. Ability to write original technical and research reports in compliance to relevant intellectual property and copyrights.
19. Communicate effectively through the written word, engineering drawings, clear use of mathematic notation, orally and through effective use of IT.
20. Communicate effectively on complex engineering matters with technical and non-technical audiences.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Teaching includes lectures, tutorials, problem solving sessions, seminars, workshops, laboratory and computer sessions, off-site learning activities (including a surveying field course), participation in a group projects. Case studies from industry practitioners, and the use of real examples from within civil engineering, add to the student knowledge and understanding. Specific work based modules will require the students to analyse and comment on their own work experiences and the techniques and practices to which they are exposed. The main vehicle for the skills development will be through the projects which involve verbal and visual presentations to a panel of experts, backed up by written reports. The major vehicles for practical skills are laboratory work, field work including the surveying field course week, and the research project at level 6.

Assessment is by a combination of unseen examinations, open book examinations, assignments, preparation of reports, design tasks, oral presentations, visual presentations, workshops, peer review, computer-based exercises, work placement reports.

Programme structure - programme rules and modules

The programme is offered in full-time mode.

Level 6	Potential Awards on completion	Bachelor of Science with Honours (Fnd)
Core	Option	Award Requirements
6502CVQR ADVANCED GEOTECHNICS AND DESIGN (20 credits) 6503CVQR STRUCTURAL DESIGN AND RISK MANAGEMENT (20 credits) 6505CVQR RESEARCH PROJECT (40 credits) 6506CVQR Water supply and Wastewater Management (20 credits) 6507CVQR Transportation and Infrastructure (10 credits) 6508CVQR Advanced Materials (10 credits)		120 core credits at level 6 0 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5500CVQR MATERIALS (20 credits) 5501CVQR SURVEYING, HIGHWAYS AND TRANSPORTATION (20 credits) 5502CVQR APPLIED MATHEMATICS (10 credits)		120 core credits at level 5 0 option credits at level 5

5503CVQR GEOTECHNICS (10 credits) 5504CVQR WATER ENGINEERING (20 credits) 5505CVQR STRUCTURAL ANALYSIS AND DESIGN (20 credits) 5506CVQR CIVIL ENGINEERING PROJECT (20 credits)		
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4500CVQR ENGINEERING MATHEMATICS (20 credits) 4503CVQR SURVEYING AND CAD (20 credits) 4504CVQR INTRODUCTION TO GEOTECHNICS (20 credits) 4505CVQR HYDRAULICS (10 credits) 4507CVQR Structural Analysis and Design I (20 credits) 4508CVQR Introduction to Materials I (10 credits) 4509CVQR Infrastructure Design and Skills Project (20 credits)		120 core credits at level 4 0 option credits at level 4
Level 3	Potential Awards on completion	
Core	Option	Award Requirements
3500FETQR Academic English Skills (AES) (40 credits) 3503FETQR Project Study (20 credits) 3504FETQR Foundation Mathematics for Engineering and Technology 1 (20 credits) 3505FETQR Foundation Mathematics for Engineering and Technology 2 (20 credits) 3506FETQR Introductory Foundation Physics (20 credits)		120 core credits at level 3 0 option credits at level 3

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

To put the students' learning into appropriate vocational contexts project modules at all levels are assessed in realistic, industrially relevant contexts. At each level of the course students participate in cross disciplinary project modules and a major design project in the final year, mentored by industry, develops this further.

Criteria for admission

Mature entry

Mature applicants will be considered on a case-by-case basis.

Overseas qualifications

Thanawaya Aam Qatari (School Leaving Certificate) - average pass mark of 60%+, including relevant subjects.
New certificate, QSSC - min. 5 subjects inc. Advanced level, grades A – Ds.

and

For Level 3 entry IELTS 5.0 overall with a minimum 4.0 in each component.

For Level 4 entry IELTS 6.0 overall with a minimum 5.5 in each component.

Any English qualifications that are different from the above, but are equivalent will be accepted if Oryx can provide evidence of equivalence. The Faculty Recognition Group will review the evidence and agree this equivalence before students are admitted onto the programme.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

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

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external

examiners

- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.