

## PROGRAMME SPECIFICATION

---

### Professional Diploma in Civil Engineering

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	ICBT, Colombo ICBT, Kandy ICBT, Southern
<b>JACS Code</b>	
<b>Programme Duration</b>	Part-Time: 15 Months
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	Engineering 2015
<b>Programme accredited by</b>	
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	Professional Diploma in Civil Engineering
<b>Link Tutor</b>	Karl Jones

### Educational aims of the programme

To provide fundamental knowledge in and develop an advanced understanding of the theory and practice of advanced mathematics, structural analysis and design, civil engineering hydrology and environmental science, geotechnics and fluid mechanics and hydraulics in the wider business, built environment and civil engineering sectors.

To provide opportunities for the appreciation and understanding of the significant factors constraining the effective management and development of the built environment and major infrastructure, e.g. physical, legal, economic, sustainable and technological factors.

To provide opportunities for collaborative and individual student-centred study on project tasks that simulate real working practices in order to develop analytical, critical and problem solving skills such that they can define, investigate and analyse problems, form judgements, make decisions and demonstrate the acquisition of such qualities.

To provide the framework within which students can achieve the level of attainment, appropriate to their abilities in the context of the programme of study.

To prepare students for the transition from Higher Education to employment within a professional context; and develop those transferable, specialist and employability skills that all stakeholders could reasonably expect of students who successfully complete a Professional Diploma in Civil Engineering.

To encourage students to engage with the development of employability skills.

### Target award Learning Outcomes - Professional Diploma

*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. A student successfully completing the programme of study will have acquired the following subject knowledge

and understanding as well as skills and other attributes.

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

3. 1. Have knowledge and critical understanding of the well established principles of civil engineering, and of the way in which those principles have developed.

4. 2. Have the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.

5. 3. Have knowledge of the main methods of enquiry in civil engineering relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in civil engineering.

6. 4. Have an understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge.

7. 5. Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.

8. 6. Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.

9. 7. Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

10. 8. Have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making.

## Teaching, Learning and Assessment

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

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

Lectures, tutorials, problem solving sessions, seminars, workshops, computer sessions, participation in projects. Examinations, assignments, preparation of reports, essays, technological reports, oral presentations, workshops, peer review, computer-based exercises.

## Programme structure - programme rules and modules

This programme will be studied on a part time basis. The schedule for the delivery of the modules will be determined by ICBT Campus and communicated to LJMU prior to students commencing on each stage of the programme.

Level 5	Potential Awards on completion	Professional Diploma
Core	Option	Award Requirements
<a href="#">5500ICPDCE</a> ADVANCED MATHEMATICS (20 credits) <a href="#">5501ICPDCE</a> INDIVIDUAL STUDENT PROJECT (20 credits) <a href="#">5502ICPDCE</a> STRUCTURAL ANALYSIS AND DESIGN (20 credits) <a href="#">5503ICPDCE</a> CIVIL ENGINEERING HYDROLOGY AND ENVIRONMENTAL SCIENCE (20 credits) <a href="#">5504ICPDCE</a> GEOTECHNICS (20 credits) <a href="#">5505ICPDCE</a> FLUID MECHANICS AND HYDRAULICS FOR CIVIL ENGINEERING (20 credits)		120 core credits at level 5 0 option credits at level 5

## 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)

As this is a part time programme, students will be apply knowledge attained in their employment to their academic studies.

## Criteria for admission

### Other

English Language requirements:

Students are required to have a minimum English language level of Sri Lankan General Certificate of Education (Ordinary Level) English Grade C or above, or a pass in the ICBT Academic English Studies course or recognised equivalent, such as the below:

- GCSE/O-Level in English from a UK awarding body grade C
- IGCSE English as a First Language grade C
- IGCSE English as a Second Language grade C
- Internet based TOEFL with an overall score of 72 (UG), 79 (PG) including 17 in Listening, 20 in Writing, 18 in Reading and 18 in Speaking
- Pearson Test of English (PTE)
- International Baccalaureate (Standard Level Grade 5/Higher Level grade 4 in English)
- Cambridge Advanced English Grade C (minimum of "weak" in all four components (listening, reading, speaking and writing)

### Mature entry

In exceptional circumstances, candidates with non-standard qualifications, may qualify for entry to the course on the basis of considerable work experience in the construction industry.

### Overseas qualifications

Advanced level qualifications plus the successful completion of a NARIC approved programme in a Civil Engineering subject.

A programme of study that is equivalent to a UK level 4 qualification.

## 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](http://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.*