

## Template C4



# Programme Specification

**Title of Course:** *BEng (Hons) Civil Engineering top-up*

<b>Date first produced</b>	30/06/2017
<b>Date last revised</b>	03/09/2024
<b>Date of implementation of current version</b>	01/09/2024
<b>Version number</b>	4
<b>Faculty</b>	Faculty of Engineering, Computing and the Environment
<b>School</b>	School of Built Environment and Geography
<b>Department</b>	Department of Civil Engineering, Surveying and Construction
<b>Delivery Institution</b>	ESOFT College of Engineering

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	BEng (Hons) Civil Engineering top-up
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	Ordinary Degree in Civil Engineering
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	UPCIE1CIE30 UFCIE1CIE20
<b>UCAS code</b> <i>For each pathway</i>	H210 (3 year full-time) H211 (4 year sandwich)

<b>RQF Level for the Final Award:</b>	Level 6
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	ESOFT College of Engineering
<b>Location:</b>	ESOFT Colombo
<b>Language of Delivery:</b>	English
<b>Modes of Delivery:</b>	Part-time Full-time
<b>Available as:</b>	Full field
<b>Minimum period of registration:</b>	Part-time - 2 Full-time - 1
<b>Maximum period of registration:</b>	Part-time - 4 Full-time - 2
<b>Entry Requirements:</b>	<p>The minimum entry qualifications for the programme are:</p> <p><b>From:</b> <b>Edexcel HND Levels:</b> A pass in the relevant HND to include a pass in the twenty units listed in Table 1 below (or their equivalent) and the achievement of an overall score of 300 credit points of which 150 would be at Level 5.</p> <p><b>English Language Requirement:</b> A minimum International English Language Testing System (IELTS) score of 6.0 overall with minimum 5.5 in Speaking, Writing, Reading and Listening or equivalent, is required for those for whom English is not their first language.</p>

	<p>Other qualifications are considered as equivalent alternatives to IELTS requirements for entry into Kingston University programmes franchised for deliver at ESOF in Sri Lanka are:</p> <ol style="list-style-type: none"> <li>1. GCE O Level English Language: Credit, Distinction or Very Good Pass,</li> <li>2. ESOF English for Academic Purposes in Reading, Writing, Listening and Speaking: results which equate to our normal entry conditions in the following ways (NB: the overall grade to be an average of the four skills module results)</li> </ol> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">IELTS</td> <td style="text-align: left;">ESOF</td> </tr> <tr> <td style="text-align: right;">6.5</td> <td style="text-align: left;">58+</td> </tr> <tr> <td style="text-align: right;">6.0</td> <td style="text-align: left;">50-57</td> </tr> <tr> <td style="text-align: right;">5.5</td> <td style="text-align: left;">42-49</td> </tr> </table> <p>N.B. <i>All applications will be subject to the Kingston University Accreditation of Record = Prior Learning (RPL) rules and regulations applicable at the time of application.</i></p>	IELTS	ESOF	6.5	58+	6.0	50-57	5.5	42-49
IELTS	ESOF								
6.5	58+								
6.0	50-57								
5.5	42-49								
<b>Programme Accredited by:</b>	n/a								
<b>QAA Subject Benchmark Statements:</b>	Engineering 2023								
<b>Approved Variants:</b>	Yes, we have approved variants required to meet the new Engineering Council compensation-and-condonement-policy								
<b>Is this Higher or Degree Apprenticeship course?</b>									

***For Higher or Degree Apprenticeship proposals only***

<b>Higher or Degree</b>	n/a
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<b>Apprenticeship standard:</b>	
<b>Recruitment, Selection and Admission process:</b>	n/a
<b>End Point Assessment Organisation(s):</b>	n/a

## SECTION 2: THE COURSE

### A. Aims of the Course

*The general aim of the programme is:*

- *To equip graduates with engineering science, design, management, business and interpersonal skills required to become a professional Civil Engineer, as well as to enable them to follow careers in other professional disciplines where clear, logical, numerate skills in combination with the ability to solve problems, communicate solutions and work in teams are valued.*

*More specific aims of the programme are:*

- *To produce graduates with a good design capability together with the required breadth and depth of theoretical and practical knowledge of established technologies and methods in Civil Engineering;*
- *To enable graduates to develop analytical and problem-solving skills and to evaluate evidence and assumptions to reach sound judgements and communicate these effectively;*
- *To inculcate a deep understanding of engineering principles that prepare graduates with a creative approach to the solution of civil engineering challenges and the requisite technical skills to realise these solutions with responsibility for project management;*
- *To equip graduates with the research skills required for postgraduate study and employability skills required for work in the civil engineering and the built-environmental fields;*
- *To furnish graduates with a firm grasp of design, sustainability, health and safety risk management, professionalism, ethics and inclusion practice principles.*
- *To develop skills in problem solving, communication, information retrieval, working with others and the effective use of technologies.*

*To plan and carry out a personal programme of work, adjusting where appropriate, and develop the capacity for independent study and lifelong learning.*

### B. Intended Learning Outcomes

The course outcomes are referenced to the QAA subject benchmarks for Engineering (2023) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) relating to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

*The Key Skills fall within the seven categories defined within the University's Key Skills Framework for undergraduate and postgraduate courses. Courses will normally be expected to incorporate all categories of skills within the programme specification, together with evidence relating to where they are facilitated and how they are to be assessed. Skills should be progressed as appropriate for the discipline and level of the student.*

In addition, the defined learning outcomes are those published by the Engineering Council in the UK Standard for Professional Engineering Competence (UK-SPEC): The accreditation of Higher Education Programmes - Fourth edition.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the ['Sector Recognised Standards in England'](#) (OFS 2022).

<b>Programme Learning Outcomes</b>					
	<b>Knowledge and Understanding</b>		<b>Intellectual Skills</b>		<b>Subject Practical Skills</b>
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A6	Relate all their studies to a knowledge and holistic understanding of sustainability and environmental assessment	B6	Recognise the importance of professional bodies and develop the professional conduct expected of Professional Engineers	C5	Comply with Health and Safety regulation and procedure in practical engineering situations
A5	Demonstrate understanding of the importance of Risk and Health and Safety in the engineering industry	B5	Demonstrate a positive attitude to learning that encourages continuing professional development throughout their careers	C4	Use computer technology to assist with information retrieval, management and communication
A3	Demonstrate knowledge and appreciation of broader technical and non-technical engineering subjects	B4	Manage projects, people, resources and time taking account of legal and statutory requirements, risk, safety, quality and reliability	C3	Use a range of complex technical equipment and instruments, gaining a basic understanding of the underlying technology
A2	Demonstrate knowledge and understanding of hydraulics, surveying, water, highway, transportation and environmental engineering	B2	Use mathematics as a tool for solving complex problems, communicating results, concepts and ideas	C2	Undertake fieldwork and analyse the data obtained for use in planning and design
A1	Demonstrate knowledge and understanding of the core civil engineering subjects of materials, structures and geotechnics to apply existing and emerging technology	B1	Apply fundamental theoretical scientific and mathematical principles that underpin engineering and specifically civil engineering	C1	Use safely laboratory and workshop equipment for experimental investigation and evaluate data to produce practically valuable results
A4	Relate management and business applications to civil engineering	B3	Think creatively and imaginatively to solve design problems and manage continuous improvement through quality management	C6	Work independently or as part of a team to initiate, investigate, plan, manage and drive projects to a successful conclusion and produce the associated documentation

					(proposals, plans, reports, presentations).
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In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

### **C. Outline Programme Structure**

This programme is offered in full-time/sandwich and part-time modes, and leads to the award of BEng (Hons) Civil and Infrastructure Engineering. Intake to all modes of study is normally in September.

Entry to the full-time/sandwich course is normally at level 4 with A-level or equivalent qualifications (see section D). Transfer from a similar programme is possible at level 5 with passes in comparable BEng level 4 modules; this is at the discretion of the Course Team.

Part-time students with direct entry to level 5 complete level 5 in two years (stages 1 and 2) and level 6 in a further two years (stages 3 and 4). At each stage the part-time students take two 30-credit modules, with the timetable organised so that they are able to complete their degree essentially with weekly one-day release from their employment.

Each level is made up of four core modules each worth 30 credit points. Typically a student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions that are sometimes required for the accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

#### [BEng \(Hons\) Civil Engineering top-up](#)

##### **Progression to Level 6**

Progression to level 6 requires passes in all four modules to give 120 credits at level 5. Students exiting the programme at this point, who have successfully completed 120 credits, are eligible for the award of Diploma of Higher Education Civil and Infrastructure Engineering.

**A level average of at least 65% at level 5 is required for transfer to Level 6 of the 4yr MEng Civil and Infrastructure Engineering programme.**

Level 6							
BEng (Hons) Civil Engineering top-up							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Advance Structural Modelling & Design	CE6020	30	6	TY13		1	1
Applied Business Management	EG6026	15	6	TB1		1	1
Geotechnical & Environmental Engineering	CE6021	15	6	TB2		1	1
Highway, Transport & Traffic Engineering	CE6024	15	6	TB1		1	1
Individual Research Project	CE6026	30	6	TY13		1	2
Integrated Design project	CE6027	15	6	TB2		1	1
<b>Optional Modules</b>							

Level 6 requires the completion of

Completion of Level 6 requires passes in all modules to give 120 credits and qualify for BEng (Hons) Civil and Infrastructure Engineering

#### D. Principles of Teaching, Learning and Assessment

This Course is part of the BEng (Hons) Civil Engineering top up programme delivered at ECET following Kingston University Curriculum Design Principles to help develop student learning from dependent to independent learning and encourage lifelong learners.

##### Overarching principles

All students on the course are working towards a professional career in which they must be able to exercise judgement, communicate with clients and the public and throughout take an ethical approach to all that they do; we also encourage them through the design and execution of the curriculum to be both knowledgeable in terms of how sustainability principles apply to their own field but also develop a responsible attitude towards the role that built environment professionals can play in helping to manage resources in ways which promote environmental sustainability, good governance, respect for people, well-being and the pursuit of economic goals. Sustainability may not be mentioned specifically in many of the titles of modules, however, the principles of regenerative design, intervention which has societal benefit, and sustainable development are reflected in the learning outcomes and it underpins all that we teach and the way we encourage students to approach their own learning in a reflective way seeking to find themselves as individuals.

The role of teaching and assessment is to underpin student learning and throughout the programme the strategy is to engage students with a wide range of activities that enable them to develop the knowledge and skills that they will need as practitioners alongside their knowledge base. The student should, as far as practicable, be

empowered to take control of their learning but be supported strongly through the process. It follows that as the student progresses through the levels the emphasis will be from lecturer-led to student-led work though lectures will feature at all levels of the programme. In delivering on this principle, much of the teaching related to knowledge and understanding will be focused on simulated real-life study and projects in which students will be led through the materials and required to develop their skills through the tasks set. Field trips and site visits are therefore key components of the strategy and support sessions aimed at skills development are an important part of the delivery strategy.

### **Teaching & Learning**

A solid and comprehensive technical and professional knowledge base is non-negotiable and is delivered through lectures and seminars provided in a collaborative working environment which aims to facilitate lecturer/learner and learner-to-learner interaction across disciplines. Lectures are used to impart key information and will normally be followed up by tutorials and workshops which provide opportunities for problem-based learning (PBL), project-based learning (PjBL), flipped classrooms and game learning via a range of in-class activities including for instance scenario analysis, role-play and simulations.

Module guides set out clear expectations for guided independent learning. Students will be directed to reading and Technology Enhanced Learning (TEL) packages to prepare for individual topics or sessions and also to problem sets or exercises to consolidate and test their learning afterwards. This will be introduced at level 4. The Virtual Learning Environment (VLE) at Kingston will support learning throughout the course through a variety of TEL objects such videos, screencasts, on-line, discussion boards and interactive teaching packages. It will also deliver teaching material such as lecture notes/presentations, problems set and worked examples to reinforce the students learning and helps them to understand how construction elements are put together. This helps support an inclusive approach as students can access learning material at their convenience and work through it at their own pace with the opportunity to pause and rewind as they wish. Teaching may be augmented by on-line discussion boards to aid understanding. We recognise that an ability to be comfortable with a range of digital media is important to employability skills and effective learning. Students also need to be computer literate and able to operate industry standard computer packages.

A feature of the learning, teaching and assessment strategy in ECET, adopted from the School of Built Environment and Geography is that many instructional lectures have been replaced by collaborative, problem solving or enquiry-based learning workshops and tutorials.

### **Development of Independent learning through the course**

The learning, teaching and assessment strategy of the course is aimed at supporting progression in curriculum content and skills development through the levels of study. At level 6 students will be expected to take greater ownership of their independent study with academics taking on more of a supervisory role of student independent study, this is exemplified in the group and individual project modules CE6027 Integrated Group Design Project and, CE6025 Individual Research Project.

### **Integrated and interdisciplinary collaboration**

All undergraduate students within the School of Built Environment and Geography at Kingston University take two (15 credit) common modules at Level 6 namely (EG6026 Apply Business Management) where students develop further their interdisciplinary group working through Project-based Learning (PjBL) demonstrating the range of skills underpin successful project delivery client care, market analysis, business context and risk management. Students will have opportunities to develop interpersonal skills to facilitate collaborative working practices including conflict management and avoidance techniques.

In Level 6, students able to focus on the 21st century environmental and climate change challenges at the same time to unleash the interconnectedness among topics such as United Nation Sustainable Development Goals (UNSDGs), Net Zero Carbon and Circular Economy whilst identify approaches to problem-solving in a real-world scenarios.

### **Focus on active learning and enhancing student engagement**

A feature of the learning, teaching and assessment strategy in the School of Built Environment and Geography is that many instructional lectures have been replaced by collaborative, problem solving or enquiry-based learning workshops and tutorials. These require students to prepare for, and participate in, the classroom activities, rather than passively listening to the lecturer. Students are expected to engage with the guided learning to prepare for these teaching sessions and consolidate their learning after the session. These interactive sessions also provide students with opportunities for peer learning, group work and presentation practice.

Examples of interactive sessions can be found in all CE modules at all levels where students are offered a highly interactive enquiry-based environment to solve realistic civil engineering problems. In these sessions the lecturer facilitates learning by supporting students in creating their own knowledge and understanding. Lecturers may also introduce and summarise key concepts with short mini-lectures.

The use of Future Skills and Graduate Attributes through EG6026 Apply within the discipline context where at Level 6 which is to foster a bridge to the wider professional communities of practice for the student's subject discipline.

Active and collaborative learning is also incorporated in traditional lectures which may have question-and-answer sessions, brief student discussions, Mentimeter activities integrated into the lecture. These methods ensure that valuable contact time is focussed on the application and critical analysis of knowledge and the development of key skills such as problem solving, communication, and group-work.

The high percentage use of active learning sessions in the teaching hours is aimed at improving student engagement, creativity, confidence and self-reliance. The course endeavours to further secure student engagement by making students feel part of a community and increasing their sense of belonging which is supports to improved retention and progression. This is achieved by providing opportunities to interact with staff and students both socially and academically. In addition, to the active learning sessions and group work, this is achieved through: the Personal Tutoring scheme, field work, industrial visits, extra-curricular seminars, research internships, course

representative system, student ambassador work, peer mentoring, civic engagement and outreach opportunities.

### **Hands-on Practical work**

A hand on practical experience in workshops and laboratories is fundamental in developing practical skills as well as enhancing data collection and analysis skills. Students will have the opportunity to work in laboratories and workshops as well as field trips in most of their modules. At level 6 students are expected to select and apply requisite practical skills in their own independent research work in (CE6025 the Individual Research Project) module.

Academics are committed to practical fieldwork, encouraging students to acquire fieldwork skills, including health and safety, group coordination and management. This programme includes a number of field excursions, modules that include field work include: CE6021 (Geotechnical & Environmental Engineering). Site visits are arranged for groups of students whenever possible (levels 6) and are important in understanding the practical application of their academic work, as well as an appreciation of the students' employability prospects.

### **Practice and research-informed teaching**

Embedded in our teaching and learning practice are two major shifts in pedagogy, specifically, our teaching is both practice and research informed.

The majority of the course team are either engineering research active or are involved in industry related professional activities, through KTPs or other direct involvement with industry. These activities played a major part in informing the course design and content.

Students are encouraged to develop their own research skills which are a fundamental part of the curriculum throughout all levels of the programme. They are often encouraged, through project work, to work with research active staff on elements of live projects, and these research skills enable students to determine, distinguish and present appropriate evidence in an argument, which is of great value to employers.

Academic staff are also engaged widely with the research and development of ideas in teaching and learning in Higher Education and into wider pedagogic issues which will then feed through to support learning in lectures and other forms of student engagement the programme, both formal and extra-curricular. As parts of pedagogic research computing resources in fundamental subjects such as Maths and Mechanics/Physics have been developed and been embedded into VLE system. The use of an Electronic Voting System in the classroom for summative and formative assessments is another example of pedagogic research undertaken by the teaching staff. This reflective, evidence-based professional practice by academic staff serves as exemplar to students in their future professional practice.

The majority of the course team are either engineering research active or are involved in industry related professional activities, through direct involvement with industry. These activities take them into, amongst other areas, advanced structural design,

sustainable construction, composite materials, fire and blast resistance, earthquake engineering, geology and geotechnics, etc. Modules are mainly taught and managed by academic staff that are engaged in research in various areas and include their research findings in addition to well established principles, for example in module (CE6027 integrated Group Design Project) subject areas such as structures under complex loadings, Finite Elements, pre-stressed concrete, slope stabilisation, deep foundations, etc. are introduced (e.g. CE6020 (Advanced Structural Modelling & Design)).

### **Development of Graduate Attributes and Future Skills**

The progressive development of a range key Graduate Attributes is another feature of the course as exemplified in teamwork and development of Future Skills are effectively at Level 6 in EG6026 Apply, where students able to plan their personal development through learning journey, critically evaluate their own personal development through reflection and to set goals and take action relating to their development.

To complement the development of Graduate Attributes and Future Skills within the curriculum, Personal tutors will encourage students to engage in a range of extra-curricular activities such as student representation, part-time work, sports and recreation, society membership, volunteering ; student ambassadorship, leadership and mentoring; cultural and creative activities; academic and professional collaboration; placement activity; enterprise activity; Careers and Employability events and opportunities organised by ECET.

### **Assessment for Learning**

The assessment strategy has been designed to help students to learn and prepare them for employment, rather than just a tool to measure their learning. The assessment is designed to be authentic, inclusive and transparent. The assessment tasks focus on the real-world engineering activities that enhance students' employability. All CE module assessments are related to real world problems. All modules have explicit formative assessments to provide opportunities for practice and the chance to use 'feed forward' to help students improve their work in subsequent summative assessments. For example, in some modules, formative assessment is provided in the form of quick, regular and detailed feedback on laboratory reports facilitating improvement of these reports throughout the academic year.

Examinations are still used as they are an effective way of assessing basic knowledge and understanding, and professional bodies expect to see examination covering key curriculum content. However, the strategy recognises that other assessment methods are better suited to assessing higher-level problem-solving skills. The use of a well-balanced range of assessment methods is key part to of our inclusive assessment strategy. Group and teamwork assessment is instrumental in developing and recognising this important employability skill.

### **Inclusive Teaching and Assessment Practices**

Student Voice Committees and School Education Committee provide opportunities for student to make suggestion on how to develop a more inclusive curriculum by taking into account the specific circumstances of the student body. The variety of teaching activities also takes account of the student's different learning preferences and experiences and there is a careful balance of individual and group-based activities.

Marking criteria are provided for all assessments as part of the assessment booklet at the beginning of the year for each module and care is taken to ensure that the language used is clear. Assessment and marking criteria for all substantial assessments are discussed in class so all students have an opportunity to interrogate the criteria.

In the programme as a whole, the following components are used in the assessment of the various modules:

- Practical exercises: to assess students' understanding and technical competence
- Individual and group-based case project work: to assess ability to understand requirements, to provide solutions to realistic problems and to interact and work effectively with others as a contributing member of a team. The outcomes can be:
  - Written reports, where the ability to communicate the relevant concepts, methods, results and conclusions effectively will be assessed.
  - Oral presentations, where the ability to summarise accurately and communicate clearly the key points from the work in a brief presentation will be assessed.
  - Video, which may replicate features of oral presentations but allows advance preparation away from the audience (which may suit some students better).
- Multiple choice or short answer questions: to assess competence in basic techniques and understanding of concepts.
- Long answer structured questions in coursework assignments: to assess ability to apply learned techniques to solve simple to medium problems and which may include a limited investigative component
- Long answer structured questions in end-of-module examinations: to assess overall breadth of knowledge and technical competence to provide concise and accurate solutions within restricted time
- Project: The individual project module represents an opportunity for students to draw together different aspects of their learning on the course and to apply the techniques learned in an extended study. As such the assessment here will place a greater emphasis on ability to plan work, manage time effectively, and research background information, culminating in a written report and interview.
- Individual and group practical laboratory reports
- Posters: The group project is presented in posters to and assessed by academic staff as well as members of the industrial advisory board.
- Model building: in the first year, where students make a structure with little wooden sticks and tape e.g. a small bridge and load it to breaking point.
- Short in-class tests and on-line assessments: throughout a number of modules.

At the beginning of each academic year deadlines for submission and feedback are planned carefully and a full **assessment timeline calendar** is constructed to ensure that there is no summative assessment bunching and thus student workloads are managed. In addition, this calendar is then presented to the cohorts for consultation before it is formally fixed. The calendar then offers a synchronised and coherent delivery of the programme that is clearly understood by staff and students who can appreciate the integrated nature of their learning emanating from various module assessments.

## E. Support for Students and their Learning

Students are supported by:

The Personal Tutor (PT) scheme is central to the efforts to provide a personalised learning experience (See PT section of programme specification). Students are supported by:

- **A Module Leader** for each module
- **A Course Leader** to help students understand their programme structure and provide academic support
- **A Personal Tutor (PT)** to foster a close and engaged academic relationship with students and advise and refer students to other University services
- There is a **Student Support and Engagement Team** to help students with any problem that is affecting their studies.
- A dedicated Undergraduate Course Administrator
- **An induction/re-induction programme** and study skills sessions at the start of each academic year
- **Academic Success Centre** is a one-to-one drop-in Study Skills session for students every weekday. Help is available on a range of academic skills from writing reports, note-taking, to exam revision, referencing, programming and mathematical skills.
- **VLE** – a versatile on-line interactive intranet and learning environment accessible both on-site and remotely
- **Course Representative scheme**
- **A University Careers and Employability Service**
- Comprehensive University support systems including the provision of advice on finance, regulations, legal matters, accommodation, international student support, disability and equality support.
- The Students' Union

### **Personal Tutor Scheme (PTS)**

The following provides the aims and structure of the Personal Tutor Scheme (PTS). It is intended that the PTS is embedded within the modular provision of the Course.

#### **Aims**

- To build a rapport between staff and students and contribute to personalising students' experience within the School of Engineering
- To support students in the development of their academic skills providing appropriate advice and guidance to students throughout their time at Kingston, while monitoring their progress, helping to identify individual needs and referring students to other University services as appropriate
- To help students to develop the ability to be self-reliant and confident self-reflective learners who use feedback to their best advantage
- To encourage students to reflect on how their learning relates to a wider context and their personal career progression

#### **Allocation of Personal Tutors**

- Personal tutors will be allocated during induction week
- Tutors will be allocated on a course basis where appropriate with student numbers being equally divided amongst the staff within the school
- Students will keep the same tutor throughout their course of study

#### **Assessment**



The PTS is integrated within the following Future Skills KU Validated module:

Level 6 – EG6026 Apply Business Management

There are specific aims and outcomes for each level that will be assessed, as the PTS is a progressive and cumulative scheme building on the skills developed in previous levels.

At Level 6 (EG6026 Apply), Students will complete a digital skills portfolio. A major element of the digital skills portfolio will be to formulate and systematically track the experiences acquired through participation in at least three networking activities in the final year. Dialogic formative feedback will be provided on entries within the digital portfolio by the personal tutor. The digital portfolio will be linked to PTS-supported exercises including:

1. Evaluate the environmental and commercial impact of managerial decisions with reference to stakeholders, Corporate and Social Responsibility (CSR), Environmental Social and Governance (ESG) and Sustainability.
2. Demonstrate the ability to set goals and take action relating to your development and future plans.
3. Demonstrate use of the graduate attributes to explore complex challenges beyond the University

The use of Future Skills and Graduate Attributes through **EG6026 Apply** within the discipline context where at Level 6 which is to foster a bridge to the wider professional communities of practice for the student's subject discipline.

## **F. Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs)
- Moderation policies
- Feedback from employers

## **Approved Variants from the Undergraduate Regulations**

### **Compensation**

Compensation is not permitted, to meet PSRB requirements, for the following modules:

CE6025	Individual Project
CE6027	Integrated Group Design Project

### **Reassessment of Level 6 modules**

Reassessment of CE6025 and CE6027 (Projects), will normally be by repeat only with a new project brief unless the student has achieved a grade of FM in which case a retake in the form re-writing the dissertation will be allowed.

## **G. Employability and work-based learning**

This curriculum is designed so that it embeds the development of employability skills throughout the course and equips students with the ability to relate the knowledge and skills that they have learnt to real world contexts in which they may work in the future. Initially students are guided towards learning about employability skills and career pathways, but as they move through the course, they are expected to become more independent and take ownership of their career development by engaging with classes provided by ECET.

There are also opportunities to perfect skills required to gain employment such as; CV writing, Psychometric tests and using LinkedIn-Learning modules (an active list is prepared and updated by a library and learning resources specialist). Student's development and career options are discussed in personal tutor meetings and guidance given as appropriate.

The student's development of Future skills and Graduate Attribute is supported through active engagement in the KU Navigate Programme enabling students to understand and develop a design thinking approach to Future Skills development.

The ECET arranges career fairs from leading employers (two or three times a year) who talk to students about work in the construction industry and skills required. With these visitors, students have the opportunity to have mock and/or real interviews as well collect information that helps them in career decision making.

Furthermore, all academic staff are professionally engaged with many and varied links with the construction industry and professional bodies. The School has therefore extensive contacts in the construction industry and this usually improves students' chances of getting a placement.

### **Development of employability skills throughout the course**

The progressive development of a range key employability skills is another feature of the course as exemplified in teamwork/group work discussed above. In addition, it focuses on reflective practice on feedback on their progress with academic and employability skills.

Employability skills continue to be enhanced at level 6 with the module (EG6026 Apply) where entrepreneurship is addressed using KU Bright Ideas competition as well as encouraging students to reflect on the employability skills they have developed and be proactive in moving towards a professional life and/or further study. With modules (CE6027 Design Project) where group design activities are at the centre of learning and CE6027 that also include lab reports, presentations and group discussions. The In the Individual Project module CE6025 students will be taught how to synthesise and critical review information from a variety of sources and report this and their research results in a formal research report and an oral presentation.

Civil Engineering students at ECET are taught by qualified engineers with substantial personal experience of industry gained either prior to joining the University or through continuing consultancy practice. Industrial consultancy has a similar beneficial effect to research and scholarship, which together inform the teaching at all levels. The beneficial effects diffuse throughout the courses, ranging from the laboratories into such areas as the choice of locations and sites for visits and field courses, selection of case records for study and areas for project work as well as informing syllabus content, course design, as well as update of the content of individual lectures. The School has been an academic partner with the Institution of Civil Engineers for many years where students are introduced to the institute from induction and many times throughout their learning journey and are encouraged to join the ICE portal for

recording and assessing the students' Initial Professional Development. This will help students' employability as they will be able to satisfy the ICE attributes through their studies and achieve their professional qualification soon after graduation.

This curriculum is designed so that it embeds the development of employability skills throughout the course and equips students with the ability to relate the knowledge and skills that they have learnt to real world contexts in which they may work in the future.

Initially students are guided towards learning about employability skills and career pathways, but as they move through the course, they are expected to become more independent and take ownership of their career development by engaging with classes provided by ECET.

There are also opportunities to perfect skills required to gain employment such as; CV writing, Psychometric tests and using LinkedIn-Learning modules (an active list is prepared and updated by a library and learning resources specialist). Student's development and career options are discussed in personal tutor meetings and guidance given as appropriate.

The student's development of Future skills and Graduate Attribute is supported through active engagement in the KU Navigate Programme enabling students to understand and develop a design thinking approach to Future Skills development.

The ECET arranges career fairs from leading employers (two or three times a year) who talk to students about work in the construction industry and skills required. With these visitors, students have the opportunity to have mock and/or real interviews as well collect information that helps them in career decision making.

Furthermore, all academic staff are professionally engaged with many and varied links with the construction industry and professional bodies. The School has therefore extensive contacts in the construction industry and this usually improves students' chances of getting a placement.

### **Development of employability skills throughout the course**

The progressive development of a range key employability skills is another feature of the course as exemplified in teamwork/group work discussed above. In addition, it focuses on reflective practice on feedback on their progress with academic and employability skills.

Employability skills continue to be enhanced at level 6 with the module (EG6026 Apply) where entrepreneurship is addressed using KU Bright Ideas competition as well as encouraging students to reflect on the employability skills they have developed and be proactive in moving towards a professional life and/or further study. With modules (CE6027 Design Project) where group design activities are at the centre of learning and CE6027 that also include lab reports, presentations and group discussions. The In the Individual Project module CE6025 students will be taught how to synthesise and critical review information from a variety of sources and report this and their research results in a formal research report and an oral presentation.

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throughout their learning journey and are encouraged to join the ICE portal for recording and assessing the students' Initial Professional Development. This will help students' employability as they will be able to satisfy the ICE attributes through their studies and achieve their professional qualification soon after graduation.

Most graduates will aspire to careers in the construction industry and to becoming chartered. Graduates develop careers in all branches of the Civil Engineering/Construction industry, in Sri Lanka and throughout the world; as contractors and consulting engineers, and within local authorities, water authorities, government organisations, businesses and the defence industry. Where students take an industrial placement, they are, in many instances, able to secure employment with the placement organisation following graduation. The academic and key skills developed throughout a course allow graduates to follow careers in other professions such as ICT, finance, teaching and as construction professionals. In addition, a number of graduates will progress to MSc courses in Civil/Structural/Construction-related specialist areas before continuing their career in industry or research.

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***Work-based learning, including sandwich courses and higher or degree apprenticeships***

**H. Other sources of information that you may wish to consult**

Engineering subject benchmark:

[www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Engineering-.aspx](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Engineering-.aspx)

[UK Standard for Professional Engineering Competence \(UK-SPEC\)](#): The accreditation of Higher Education Programmes - Fourth edition.

Professional bodies:

[www.ice.org.uk/](http://www.ice.org.uk/)  
[www.istructe.org/](http://www.istructe.org/)  
[www.theihe.org/](http://www.theihe.org/)  
[www.ciht.org.uk/](http://www.ciht.org.uk/)  
[www.thepwi.org/](http://www.thepwi.org/)

School Website:

See Appendix A for:

**Learning Outcomes for Accreditation:** EC UK-SPEC: Engineering Council UK Standard for Professional Engineering Competence - Specific Learning Outcomes in Engineering in accordance with [UK Standard for Professional Engineering Competence \(UK-SPEC\)](#): The accreditation of Higher Education Programmes - Fourth edition (AHEP4).

### I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 6					
		CE6024	CE6021	EG6026	CE6020	CE6027	CE6026
Knowledge & Understanding	A6						
	A5						
	A3						
	A2						
	A1						
	A4						
Intellectual Skills	B6						
	B5						
	B4						
	B2						
	B1						
	B3						
Practical Skills	C5						
	C4						
	C3						
	C2						
	C1						
	C6						

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**