EST 1892 LSBU

Course Specification

A. Course Information				
Final award title(s)	BEng (Hons) Civil Engineering			
Intermediate exit award title(s)	• Certificate of Higher Education (CertHE – 120 credits) • Diploma of Higher Education (DipHE – 240 credits) • BEng Civil Engineering unclassified degree (300 credits)			
UCAS Code	H200	**Course Code(s)**	191 (full-time) 5383 (part-time)	
Awarding Institution	London South Bank University			
School	☐ ASC ☐ ACI ☒ BEA ☐ BUS ☐ ENG ☐ IHSC ☐ LSS			
Division	Civil and Building Services Engineering			
Course Director	Dr Mahmood Datoo			
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Croydon ☐ Other: (please specify)			
Mode(s) of delivery	☒Full time ☒Part time ☐Other (please specify)			
Length of course/start and finish dates	**Mode**	**Length years**	**Start-month**	**Finish-month**
	Full-time (191)	3 years	September	June/August
	Full-time with placement (191)	4 years	September	June/August
	Part-time (5383)	5 years	September	June/August
Is this course suitable for a Visa Sponsored Student?	☒ Yes ☐ No Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa, but other factors will be considered before a CAS number is allocated.			
Approval dates:	Course Validation date		191 Full-time 2005 5383 Part-time 2008 Both revalidated September 2023	
	Course Review date		September 2028	
	Course Specification last updated		September 2023	
Professional, Statutory & Regulatory Body accreditation	Joint Board of Moderators (on behalf of the Engineering Council), representing. • Institution of Civil Engineers (ICE)			

	• Institution of Structural Engineers (IStructE) • Institute of Highway Engineers (IHE) • Chartered Institution of Highways & Transportation (CIHT) • Permanent Way Institution (PWI) **Accredited to 2024 intake**	
Link to Institute of Apprenticeship (IfATE) Standard and Assessment Plan (Apprenticeship only)	N/A	
Reference points (add or remove from internal and external points as necessary)	**Internal**	- Corporate Strategy 2020-2025 - Academic Quality and Enhancement Website - School Strategy - LSBU Academic Regulations - LSBU Curriculum Framework
	External	- Engineering Council, Accreditation of Higher Education Programmes (AHEP4, Fourth Edition August 2020); - The course is informed by the Joint Board of Moderators Guidelines for Developing Degree Programmes, April 2022 - Industrial Advisory Panel for programme support - QAA Quality Code for Higher Education, - Framework for Higher Education Qualifications Subject Benchmark Statements (March 2023) - Framework for Higher Education (FHEQ) Outcome Qualifications Descriptions for Level 6 - Competitions and Markets Authority - Office for Students (OfS) Guidance - SEEC Level Descriptors for Higher Education 2021 - Professional Statutory and Regulatory Bodies (PSRBs)

B. Course Aims and Features	
Distinctive features of this course	This course prepares students for a career as a civil engineer. The course embraces recent industry developments the inclusion of the ECUK UK Standard for Professional Engineering Competence (UK-SPEC) and allows students to achieve the professional status of Incorporated or Chartered Engineer after having some practice and/or doing further studies. The curriculum emphasises the development of traditional engineering numerical strengths coupled with an enquiring creative approach as required by employers. Developing the latter approach is sometimes difficult but we aim to get students to eventually approach with relish a blank sheet of paper and an ill-defined, uncertain brief to which they can develop a rational solution.

	The principles of Building Information Modelling, Computer Aided Design and Finite Element Analysis are studied in a thread of modules and applied in group projects. Climate Emergency, Health and Safety and freehand sketching are included across the curriculum for considering these topics central in a modern course and fundamental to fulfilling our accreditor's requirements and suggestions. Because civil engineering is such a broad area, there is a wide range of different specialisms for students to consider after graduating, but our degree gives our students a solid background and expertise for entering any of them. The full-time mode is timetabled for two or three-day-a-week depending on the level. The part-time mode of this course is timetabled on one-day-a-week attendance to support students who work. The timetable is dynamic and could suffer variations in the number of days per week to attend the course due to technical reasons like availability of lecturers, rooms, hybrid/blended online delivery, etc. This course shares all its modules with the BEng (Hons) Civil Engineering (TAC Apprenticeship) course. The apprenticeship course has additional requirements than this course (see course specifications for the BEng (Hons) Civil Engineering (TAC Apprenticeship) course.

Course Aims	**The BEng (Hons) Civil Engineering aims to:** 1. Produce graduates who are committed to a career in civil engineering with a range of employers in a variety of countries taking in mind the need for solutions for climate emergencies, and the implementation of health and safety regulations. 2. Produce graduates equipped for postgraduate study and to take up responsible professional employment both in the construction industry and become lifelong learners with an appreciation of the value to society of education in civil engineering. 3. Produce graduates who have a breadth and depth of knowledge and understanding of the key aspects of civil engineering. 4. Allow graduates to acquire and develop analytical and problem-solving skills, and subject-specific skills. To acquire and develop the ability to evaluate evidence, arguments, and assumptions, to reach sound judgements and communicate effectively. 5. Develop graduates who approach design problems creatively and who have the technical skills to see their ideas through to realisation. 6. Provide opportunities to those in full-time employment to study towards a degree in civil engineering on a part-time basis. 7. Create an educational environment that may benefit from the practical experience of mature and part-time students.

	8. Provide an engineering education, centred within the built environment that recognises the important roles of other professions in the development of the built environment and cultivates interaction and teamwork with these other professionals. 9. Provide graduates with the necessary academic qualification which equips them to enter advanced postgraduate study thus satisfying an approved course of further learning comprising the full educational base for a Chartered Engineer.

Course Learning Outcomes	The course outcomes have been developed concerning the Joint Board of Moderators (**JBM**) guidelines and the Engineering Council's Accreditation of Higher Engineering Academic Programmes, **Fourth Edition (August 2020)**. The codes in brackets (**C1 to C18**) refer to the **JBM** and **AHEAP4** and are mapped with the Learning Outcomes at LSBU, Appendix C. The curriculum map showing the modules in which the material that each of the learning outcomes covers is taught, developed, and assessed is in Appendix A. **C1** Apply knowledge of mathematics, statistics, natural science, and engineering principles to the solution of complex problems. Some of the knowledge will be at the forefront of the subject of study. **C2** Analyse complex problems to reach substantiated conclusions using the first principles of mathematics, statistics, natural science, and engineering principles. **C3** Select and apply appropriate computational and analytical techniques to model complex problems, recognising the limitations of the techniques employed. **C4** Select and evaluate technical literature and other sources of information to address complex problems. **C5** Design solutions for complex problems that meet a combination of societal, user, business, and customer need as appropriate. This will involve consideration of applicable health and safety, diversity, inclusion, cultural, societal, environmental, and commercial matters, codes of practice and industry standards. **C6** Apply an integrated or systems approach to the solution of complex problems. **C7** Evaluate the environmental and societal impact of solutions to complex problems and minimise adverse impacts. **C8** Identify and analyse ethical concerns and make reasoned ethical choices informed by professional codes of conduct. **C9** Use a risk management process to identify, evaluate and mitigate risks (the effects of uncertainty) associated with a particular project or activity. **C10** Adopt a holistic and proportionate approach to the mitigation of security risks. **C11** Adopt an inclusive approach to engineering practice and recognise the responsibilities, benefits, and importance of supporting equality, diversity, and inclusion. **C12** Use practical laboratory and workshop skills to investigate complex problems.

	C13 Select and apply appropriate materials, equipment, engineering technologies and processes, recognising their limitations. **C14** Discuss the role of quality management systems and continuous improvement in the context of complex problems. **C15** Apply knowledge of engineering management principles, commercial context, project and change management, and relevant legal matters including intellectual property rights. **C16** Function effectively as an individual, and as a member or leader of a team. **C17** Communicate effectively on complex engineering matters with technical and non-technical audiences. **C18** Plan and record self-learning and development as the foundation for lifelong learning/CPD.

C. Teaching and Learning and Assessment Strategy

This course is taught by delivering lectures, tutorials, individual and group works, laboratories, computer laboratories, site visits, field trips, and any other activity the module leaders consider relevant and useful for student learning.

LSBU provide access to laboratories, computer rooms, a library, equipment, and many other resources that can be found by visiting the Student Life Centre or talking to the academics and personal tutors. Information about resources can also be found on Home Page - London South Bank University (lsbu.ac.uk). Further, student can contact staff via Salesforce and the student services via MyAccount. In the case of MyAccount, students can do live Chat from the bottom right corner to get a prompt response. Students are supported throughout this strategy and the activities involved primarily through SAL and MyAccount as the default, with additional support offered via our VLE moodle, Microsoft Teams, emails, and direct face-to-face meetings

Every academic provides surgery hours (in person and/or on Teams) and can be contacted by email, Teams messages and in person during the classes.

When necessary, due to professional, personal, health or other circumstances, hourly paid lecturers, PhD students, or any other qualified person can cover part of the lectures and activities of this course. This could also include guest lecturers, who will be introduced by the module leader. Guest lecturers will be brought in to provide students with information on how what they are doing relates to industrial practice, advancements in the industry around a particular subject area and the current research that is being carried out within that subject area. They will be always supervised by academics covering the role of module leaders and course directors.

This course is delivered by a blended approach. This means the material and the delivery of the teaching include physical notes in many cases but electronic notes, recorded videos, and multimedia as well. All of this is offered to boost the learning process of students.

It is important to understand, however, that this course involves an understanding of concepts by attempting all the tutorial questions, watching videos, and reading notes, articles, and books. To succeed in this course, the student must invest a minimum private study time of 3,000 hours. This time, of course, is variable depending on the previous knowledge of the student (background).

The effort must be continuous and steady throughout the academic year.

In the next paragraphs, a detailed teaching, learning, and assessment strategy is provided in connection with the modules and learning outcomes and the curriculum map established previously and in appendices A and B.

Apply knowledge of mathematics, statistics, natural science, and engineering principles to the solution of complex problems **(outcome C1)** are taught and assessed in *Mathematics A, Fluid Mechanics A, Hydraulics, Advanced Mathematics, and Structures & Design*.

The evaluation of the environmental and societal impact of solutions to complex problems and minimising adverse impacts **(outcome C7)** are taught and assessed at level 4 in *Materials and Geology A,* at level 5 *in BIM & Design* and level 6 in *Geotechnical Engineering,* and *Environmental Engineering modules*.

Students are taught and assessed to identify and analyse ethical concerns and make reasoned ethical choices informed by professional codes of conduct **(outcome C8)** in the *Construction Practice C* module at level 4, *Structures and Construction Management A, at level 5, Structures and Design and Environmental Engineering and PD (Professional Development)* as well as on *Projects* at level 6.

Using a risk management process to identify, evaluate and mitigate risks (the effects of uncertainty) associated with a particular project or activity **(outcome C9)** is taught and assessed in *Materials & Geology A, Soil Mechanics,* and *Highways Engineering.*

In all the laboratory activities, site visits and field trips, a holistic approach is implemented to mitigate risks (the effect of uncertainty) associated with those activities **(outcome C10)**. This outcome is taught and assessed in *Construction Practice C, BIM & Design and Environmental Engineering & PD.*

Apply knowledge of engineering management principles, commercial context, project and change management, and relevant legal matters including intellectual property rights **(outcome C15)** is taught and assessed in *Construction Practice C, Structures & Construction Management, and Environmental Engineering and PD.*

Throughout the course students have module guides relevant to each topic of study, giving additional reading material that students are encouraged to use for private study to consolidate the formal learning process, and both broaden and deepen their knowledge and understanding in the subject area. All students are encouraged to become student members of professional institutions, use their libraries and resources, and attend meetings.

Students are taught and assessed to analyse complex problems to reach substantiated conclusions using the first principles of mathematics, statistics, natural science, and engineering principles **(outcome C2)** in Mathematics A, *Fluid Mechanics A, Hydraulics, Advanced Mathematics* and *Geotechnical engineering by covering all the levels 4 to 6.* The student's skills are further developed in most level 6 modules.

The ability to select and apply appropriate computational and analytical techniques to model complex problems and recognise the limitations of the techniques employed **(outcome C3)** is taught and assessed in *Engineering Surveying, Hydraulics, Advanced Mathematics, Structures & Construction Management, Structures & Design and Environmental Engineering & PD*.

Design solutions for complex problems that meet a combination of societal, user, business, and customer need as appropriate **(outcome C5)** is taught and assessed in *Construction Practice C, Design of Elements, Structures & Design, and Highways Engineering.* It is taught as well in *Group Design Project* and *BIM and Design*.

Apply an integrated or systems approach to the solution of complex problems **(outcome C6)** is taught and assessed in Engineering Surveying, Design of Elements, and Group Design Project**.**

In *Structures & Construction Technology A, BIM & Design, and Group Design Project* at each level, students learn and are assessed on how to discuss the role of quality management systems and continuous improvement in the context of complex problems **(outcome C14).**

(Outcomes C17) Communicating effectively on complex engineering matters with technical and non-technical audiences is taught and assessed in *Engineering Surveying*, Design of Elements, *and Individual Research Project*.

Select and evaluate technical literature and other sources of information to address complex problems **(outcome C4)** is taught and assessed in Structures & Construction Technology A, Design of Elements, and the Individual Research Project.

Adopt an inclusive approach to engineering practice and recognise the responsibilities, benefits, and importance of supporting equality, diversity, and inclusion **(outcome C11)** is taught and assessed in *Construction Practice C, BIM & Design, Group Design Project and Highways Engineering.*

Use practical laboratory and workshop skills to investigate complex problems **(outcome C12)** are largely taught and developed at levels 4 and 5, in technical and computing laboratories and lectures and tutorials. This is assessed in *Fluid Mechanics A, Hydraulics, Soil Mechanics, and Structures & Design.*

Select and apply appropriate materials, equipment, engineering technologies and processes, recognising their limitations **(outcome C13)** is taught and assessed in *Materials & Geology A, Structures & Construction Management, Soil Mechanics, and Individual Research Project.*

The ability to function effectively as an individual, and as a member or leader of a team **(outcome C16)** is taught in seminars in the Research project. Exercising personal responsibility is part of Engineering Surveying, *Design of Elements, Soil Mechanics,* Highway Engineering*,* and *Group Design Project.*

Students acquire their transferable skills of design **(outcome C5)** and are taught and assessed in *Construction Practice C, Design of Elements, Structures & Design, and Highways Engineering.* It is taught as well in *Group Design Project* and *BIM and Design*.

Plan and record self-learning and development as the foundation for lifelong learning/CPD **(outcome C18)** are taught in Construction Practice C and developed in the final year projects as well as in the professional development component of the Environmental Engineering & PD module.

D. Assessment Methods

General definitions

The assessment in this course is made by coursework (CW) and exams (EX).

CW can be in the form of tests, reports, quizzes, etc. (individual or in groups; on-campus and/or online via Moodle).

Exams are individual assessments and can be in the form of on-campus written exercises or online.

There are modules which are CW 100%, there are others with different weights on CW and exams. CW can have several components.

The modality is defined module by module in the module guides.

Details about weights can be found at **H. Course Modules** in these specifications.

This course, through its modules, includes summative and formative assessments for students to prepare for their exams.

Summative assessments are the assessments that define the student's official marks on coursework and exams.

A formative assessment is like a summative assessment, but the marks obtained (if any) are not part of the official assessment. These marks are just a tool for the student to test themselves. A formative assessment can be a previous year's coursework or exam paper, an original coursework or an original exam paper, quizzes, tests, etc. This will be decided and designed by the module leader.

Summative assessments can be reviewed and clarified after the students' requirements by the academic judgment will prevail (principle of academic judgment independence). When students are dissatisfied with their marks, they have an official appeal process to follow.

E. Academic Regulations

The University's Academic Regulations apply to this course. Any course-specific protocols will be identified here.

https://www.lsbu.ac.uk/about-us/policies-regulations-procedures

Since this course is accredited, there are some extra regulations defined by the requirements of the Joint Board of Moderators that in some cases can be more restrictive than the LSBU regulations. They are stated in these specifications and the course guide.

Compensation

A compensated pass could be awarded under the criteria of the exam board if a minimum of 30% is achieved at a component level (CW and/or EX) and a minimum of 30% is achieved at the module level (Module Mark). Compensation is only considered when students exhausted their four attempts to pass the module.

A maximum of 20 credits can be compensated, throughout the whole course, excluding the Final Year Project.

Condonement

No Condonement of modules is allowed in this course.

F. Entry Requirements

To be considered for entry to the course applicants will be required to have the following qualifications:

Year 1 entry (full-time and sandwich only)

Applicants for admission to the course should normally possess one of the following qualifications:

GCSE passes in six subjects (grade C or above), including English Language and Physics. The University will accept a pass in the Key Skills qualification at Level 2 in place of GCSE English Language. Additionally, applicants must possess one of the following:

- A Level BBC - Must include Mathematics and preferably a Science in either Chemistry or Physics (UCAS points: 112)
- T-level (Merit or above) in Construction: Design, Surveying And Planning. (UCAS points: 120)
- BTEC Level 3 Extended Diploma DDM in an Engineering subject area, with a minimum of merit in Mathematics and Advanced Mathematics. (UCAS points: 128)
- Civil Engineering Technician level 3 apprenticeship DD (UCAS points: 96) alongside grade Pass or Distinction at EPA
- Access to Engineering qualifications with 15 Distinctions and 30 Merits including Maths and Physical Science credit
- Applicants must hold 5 GCSEs A-C including Maths and English or equivalent (reformed GCSEs grade 4 or above).

Year 2 entry (full-time, sandwich and part-time)

• Students with an HNC, HND or BSc in Civil Engineering from CBSE, LSBU will need a pass mark (40 marks or above) at Level 4 to be accepted at year 2, level 5, full-time course or at year 3, level 5, part-time course.

• Students with an HNC, HND, BEng, BSc, or any other degree in other fields different to Civil Engineering from LSBU will need a pass mark (40 marks or above) at Level 4 for modules that cover all the learning outcomes of the BEng (Hons) Civil Engineering at LSBU.

• Any other student with an HNC, HND, BSc or qualification will be deemed to be the equivalent of the above with agreement with the course director.

Credit for prior learning (APEL)

Applicants may be able to use their learning from work or other life experiences to gain academic credit towards their course of study. Applicants need to demonstrate that their learning is equivalent to formal learning on the course and produce satisfactory evidence. If an applicant has qualified as a professional body or another institution this may be credited towards the university qualification via our transfer credit scheme. The course director will be consulted before approving the access.

G. Course Structure(s)

Full-time Course Overview

The Course is delivered on a semester pattern; each semester is 13 weeks (including the exam week) in duration. Students study six modules at each of Level 4, Level 5, and Level 6.

Year 1

Construction Practice C	(L4)	Fluid Mechanics A	(L4)
Materials and Geology A	(L4)	Structures and Construction Technology A	(L4)
Mathematics A	(L4)	Engineering Surveying	(L4)

Year 2

BIM and Design	(L5)	Hydraulics	(L5)
Design of Elements	(L5)	Advanced Mathematics	(L5)
Structures and Con Man A	(L5)	Soil Mechanics	(L5)

Year 3

Structures and Design	(L6)	Group Design Project	(L6)
Geotechnical Engineering	(L6)	Individual Research Project	(L6)
Highway Engineering	(L6)	Environmental Engineering and PD	(L6)

Part-time Course Overview

The Course is delivered on a semester pattern; each semester is 13 weeks (including the exam week) in duration. Students study six modules at each of Level 4, Level 5, and Level 6.

Year 1

Construction Practice C	(L4)
Materials and Geology A	(L4)
Mathematics A	(L4)

Year 2

Fluid Mechanics A	(L4)
Structures and Construction Technology A	(L4)
Engineering Surveying	(L4)

Year 3

BIM and Design	(L5)
Design of Elements	(L5)
Structures and Con Man A	(L5)
Hydraulics	(L5)

Year 4

Soil Mechanics	(L5)
Advanced Mathematics	(L5)
Structures and Design	(L6)
Group Design Project	(L6)

Year 5

Environmental Engineering and Professional Development	(L6)
Geotechnical Engineering	(L6)
Highway Engineering	(L6)
Individual Research Project	(L6)

BEng (Hons) Civil Engineering | Full-time					
Level	**Year**	**Semester 1**	**Credits**	**Semester 2**	**Credits**
4	**1**	Materials and Geology A (Compulsory)			20
		Construction Practice C (Compulsory)			20
		Mathematics A (Compulsory)			20
		Engineering Surveying (Compulsory)			20
		Fluid Mechanics A (Compulsory)			20
		Structures and Construction Technology A (Compulsory)			20
5	**2**	Hydraulics (Compulsory)	20	Design of Elements (Compulsory)	20
		BIM and Design (Compulsory)			20
		Structures and Construction Management A (Compulsory)			20
		Advanced Mathematics (Compulsory)			20
		Soil Mechanics (Compulsory)			20
6	**3**	Structures and Design (Compulsory)			20
		Group Design Project (Compulsory)			20
		Highway Engineering (Compulsory)			20
		Individual Research Project (Compulsory)			20
		Geotechnical Engineering (Compulsory)	20	Environmental Engineering and Professional Development (Compulsory)	20

To be awarded the BEng (Hons) Civil Engineering qualification, the student must pass 360 credits.

BEng (Hons) Civil Engineering | Part-time					
Level	**Year**	**Semester 1**	**Credits**	**Semester 2**	**Credits**
4	1	Materials and Geology A (Compulsory)			20
		Construction Practice C (Compulsory)			20
		Mathematics A (Compulsory)			20
	2	Engineering Surveying (Compulsory)			20
		Fluid Mechanics A (Compulsory)			20
		Structures and Construction Technology A (Compulsory)			20
5	3	Hydraulics (Compulsory)	20	Design of Elements (Compulsory)	20
		BIM and Design (Compulsory)			20
		Structures and Construction Management A (Compulsory)			20
	4	Advanced Mathematics (Compulsory)			20
6		Soil Mechanics (Compulsory)			20
		Structures and Design (Compulsory)			20
		Group Design Project (Compulsory)			20
	5	Highway Engineering (Compulsory)			20
		Individual Research Project (Compulsory)			20
		Geotechnical Engineering (Compulsory)	20	Environmental Engineering and Professional Development (Compulsory)	20

To be awarded the BEng (Hons) Civil Engineering qualification, the student must pass 360 credits.

Placement information

This course has three modalities:

- Full-time 3 years
- Part-time 5 years
- Full-time with placements 4 years

Only home students can do a placement for the last modality after completing Year 2 and having all modules approved. Students who must repeat modules in Year 2, cannot do the placement year.

International students cannot do a placement year in this course.

The placement year is not assessed as the other modules, but the placement must be approved by submitting a report.

H. Course Modules

All the modules of this course are core modules.

Module Code	Module Name	Level	Semester	Credit value	CW/Exam Weight
BEA_4_529	Materials and Geology A	4	1 – 2	20	50/50
BEA_4_486	Construction Practice C	4	1 – 2	20	100/0
BEA_4_404	Mathematics A	4	1 – 2	20	100/0
BEA_4_406	Engineering Surveying	4	1 – 2	20	50/50
BEA_4_512	Fluid Mechanics A	4	1 – 2	20	50/50
BEA_4_405	Structures and Construction Technology A	4	1 – 2	20	50/50
BEA_5_410	Hydraulics	5	1	20	50/50
BEA_5_413	Design of Elements	5	2	20	50/50
BEA_5_414	BIM and Design	5	1 - 2	20	100/0
BEA_5_411	Structures and Construction Management A	5	1 – 2	20	50/50
BEA_5_415	Advanced Mathematics	5	1 - 2	20	100/0
BEA_5_412	Soil Mechanics	5	1 - 2	20	100/0
	Industrial placement (optional)				
BEA_6_420	Structures and Design	6	1 – 2	20	50/50
BEA_6_424	Group Design Project	6	1 – 2	20	100/0
BEA_6_482	Highway Engineering	6	1 - 2	20	50/50
BEA_6_421	Geotechnical Engineering	6	1	20	50/50
BEA_6_422	Environ. Eng. and Professional Development	6	2	20	100/0
BEA_6_425	Individual Research Project	6	1 – 2	20	100/0

I. Timetable Information

Once students are fully enrolled, they will have access to the Moodle Site, MS Teams, and the official timetable via MyAccount. This is available in the second half of September.

Apart from the teaching timetable, there are other activities offered to the student by several other teams. Sporting, cultural, and other activities that are not mandatory must be managed by the students themselves.

J. Costs and Financial Support

Course related costs

For the Materials and Geology, Module, students must purchase safety boots for around **£20**. For compulsory field trips, accommodation and travel will be provided, but there might be food costs that will have to be covered. A small spend of up to **£10** can be anticipated (poster, any printed chapter drafts for the supervisor, and logbook). A USB flash drive will also be submitted but the student can collect it back from the supervisor at the end of the semester. A Constructionarium in Bircham Newton will vary from year to year (information will be provided each year) per student, this includes transportation, food, and accommodation for 5 days (this trip is recommended but **optional**).)

Tuition fees/financial support/accommodation and living costs.

Information on tuition fees/financial support can be found by clicking on the following link:
http://www.lsbu.ac.uk/study/undergraduate/fees-and-funding or
http://www.lsbu.ac.uk/study/postgraduate/fees-and-funding
https://www.lsbu.ac.uk/international/fees-and-funding

Information on living costs and accommodation can be found by clicking the following link:
https://www.lsbu.ac.uk/student-life/our-campuses/southwark/cost-of-living

List of Appendices

Appendix A: Curriculum Map AHEP4
Appendix B: Terminology

Appendix A - Curriculum Map AHEP4

This map provides a design aid to help course teams identify where course outcomes are being assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, approval/accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses. **(T: Taught; D: Developed; A: Summative Assessment)**

	Module	AHEP4 Learning Outcome Code																		Year	
		C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	FT	PT
LEVEL 4	BEA_4_529 Materials & Geology A							TDA		TDA			TD	TDA							
	BEA_4_486 Construction Practice C				TD	TDA		TD	TDA		TDA	TDA				TDA		TD	TDA		1
	BEA_4_404 Mathematics A	TDA	TDA		TD																
	BEA_4_406 Engineering Surveying	TD	TD	TDA			TDA										TDA	TDA		1	
	BEA_4_512 Fluid Mechanics A	TDA	TDA										TDA								2
	BEA_4_405 Structures & Construction Technology A	TD			TDA										TDA						
LEVEL 5	BEA_5_410 Hydraulics	TDA	TDA	TDA									TDA								
	BEA_5_413 Design of Elements	TD			TDA	TDA	TDA										TDA	TDA			
	BEA_5_414 BIM & Design	TD		TD		TD		TDA			TDA	TDA			TDA						3
	BEA_5_411 Structures & Construction Management			TDA					TDA				TD	TDA		TDA				2	
	BEA_5_415 Advanced Mathematics	TDA	TDA	TDA																	
	BEA_5_412 Soil Mechanics	TD								TDA			TDA	TDA			TDA				4
LEVEL 6	BEA_6_420 Structures & Design	TDA		TDA		TDA			TDA				TDA								
	BEA_6_424 Group Design Project						TDA					TDA			TDA		TDA	D			
	BEA_6_482 Highway Engineering					TDA				TDA		TDA					TDA				
	BEA_6_421 Geotechnical Engineering		TDA					TDA												3	
	BEA_6_422 Environmental Engineering & Professional Development	TD	TD	TDA				TDA	TDA	TD	TDA					TDA			TDA		5
	BEA_6_425 Individual Research Project			D	DA	D		D	D					DA				DA			

A: assessed

Appendix B: Terminology

(Please review the definitions and add those according to your course and context to help prospective students who may not be familiar with terms used in higher education.)

Some examples are listed below:

accelerated degree	accelerated degrees (also known as two-year degrees) are full bachelor's degrees (undergraduate courses) you can complete in a condensed time.
awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars, and tutorials
coursework	student work that contributes towards the final grades but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
end-point assessment	End-point assessment (EPA) tests the knowledge, skills, and behaviours that an apprentice has gained during their training. Unique to each standard, EPA demonstrates the competence of an apprentice in their role. Only approved End-Point Assessor Organisations (EPAOs) can carry out assessments as set out in the assessment plan.
extended degree	an extended degree provides a bridging route for students who do not meet the initial entry requirements for the undergraduate degree. The first year provides the necessary knowledge and skills before students begin the degree-level course.
extracurricular	Activities are undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, progress in their studies and prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students
foundation	foundation year programmes are designed to develop skills and subject-specific knowledge to ensure a student can advance to a degree course. They may be offered as stand-alone one-year courses or integrated into degree programmes.

gateway	gateway takes place before an End-Point Assessment (EPA) can start. The employer and LSBU will review their apprentice's knowledge, skills and behaviours to see if they have met the minimum requirements of the apprenticeship set out in the apprenticeship standard and are ready to take the assessment. Usually includes off-the-job training and reviews.
higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
integrated	an integrated master's degree combines undergraduate and postgraduate study. About Apprenticeships, integrated would usually mean that the End-Point Assessment (EPA) is integrated with the academic award
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, the half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
material information	information students need to make an informed decision, such as what and where to study
mode of study	different modalities of studying, such as full-time, part-time, e-learning or work-based learning
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
non-integrated	about Apprenticeships, non-integrated would usually mean that the End-Point Assessment (EPA) is not integrated with the academic award
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
pre-registration (HSC only)	a pre-registration course is designed for students who are not already registered with an independent regulator such as the Nursing and Midwifery Council (NMC)
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course / regulatory body	a course that is regulated by a regulatory body, which is an organisation recognised by the government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	A formal assessment of students' work that contributes to the final grade.
term	any of the parts of an academic year that are divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
top-up degree	A top-up degree is the final year (Level 6) of an undergraduate degree course. It allows students to top-up an existing qualification to a full BA, BSc, or BEng.
total study time/workload	the total time required to study a module, unit, or course, including all class contact, independent learning, revision, and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop skills, knowledge or understanding as part of their course
written examination	a question or set of questions relating to an area of study to which candidates write answers usually (but not always) under timed conditions