LEEDS BECKETT UNIVERSITY

Course Specification

HND Civil Engineering

Course Code: HNDCV

2026/27

leedsbeckett.ac.uk

HND Civil Engineering (HNDCV)

Applicant Facing Course Specification for 2026/27 Undergraduate Entrants

Confirmed at

General Information

Award	Higher National Diploma Civil Engineering
Contained Awards	Certificate of Higher Education Civil Engineering (Level 4)
Awarding Body	Leeds Beckett University
Level of Qualification and Credits	Level 5 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4 and 5 of the UK Credit Framework for Higher Education (240 credits in total).
Course Lengths and Standard Timescales	Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is confirmed below: • 3 years (part time, campus based)
Part Time Study	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence to that defined within this information set but the modules offered within each level are consistent. Please note that the work placement option is not generally available to PT students.
Location(s) of Delivery	The majority of teaching will be at City campus but on occasion may be at Headingley campus.
Entry Requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/ Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk.
Course Fees	Course fees are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk.

Policies, Standards and Regulations (www.leedsbeckett.ac.uk/academicregulations)

In line with a recent Engineering Council directive, a Regulation Exemption has been approved by the University which states that:

"Students must pass all modules which are mapped to Accreditation of Higher Education Programme (AHEP) learning outcomes with an overall mark of not less than 40% in the combined assessments, with a submission in each component for each module.

If students do not achieve these marks at the first attempt they will have the chance to undergo a re-sit in that particular area; if they still fail to achieve the marks at this attempt they will not be allowed to progress onto the following year until they have completed the module again and achieved the above mark.

Failure at the second attempt at a module will result in a student's withdrawal from the course."

The Engineering Council defines compensation as: "*The practice of allowing marginal failure (i.e. not more than 10% below the nominal passmark) of one or more modules and awarding credit for them, often on the basis of good overall academic performance*", and condonement as: "*The practice of allowing students to fail and not receive credit for one or more modules within a degree programme, yet still qualify for the award of the degree*".

In line with these definitions, and for the listed awards

a. No module mark may be condoned, and a pass award made for any module in the stated degree programmes
b. A student who is enrolled on one of the stated degrees can be compensated for a maximum of **one** module of a maximum of 20 credits
c. The individual and group project modules within the awards cannot considered for compensation under (b)
d. The minimum mark for which compensation is allowed is 30%, given a normal pass mark of 40%

For instance, a student entering at Level 4 and leaving at Level 6 on an award of 360 credits could only be compensated in *one* 20 credit module, no matter how many modules are taken between the entry point at Level 4 and graduation at Level 6.

Students who fail to stay within the compensation limits above **must** be transferred to a suitable non-accredited award or withdrawn from the course at the students option.

Professional Accreditation or Recognition Associated with the Course

Professional Body

Joint Board of Moderators (JBM) comprising:

The Institution of Structural Engineers

The Institute of Highway Engineers

The Institution of Civil Engineers

The Chartered Institution of Highways & Transportation

The Permanent Way Institution

Accreditation/ Recognition Summary

This qualification is approved as:

1. fully satisfying the educational base for an Engineering Technician (EngTech).
2. partially satisfying the educational base for an Incorporated Engineer (IEng). A programme of accredited Further Learning will be required to complete the educational base for IEng.

The JBM consists of the **Institution of Civil Engineers (ICE)**, **Institution of Structural Engineers (IStructE)**, **Institute of Highway Engineers (IHE)**, the **Chartered Institution of Highways and Transportation (CIHT)** and the **Permanent Way Institution (PWI)**. Visit the **JBM website** for more information.Successful completion of this accredited programme provides eligibility to apply for registration with the ICE as an Engineering Technician (EngTech) with appropriate work based learning. This is sat via professional review and examination. Further learning as required for IEng (re.point 2 above) can be met by taking level 6 of our BSc (Hons) after completion of this programme.

Accreditation for Leeds Beckett University is gained via quinquennial review & formal visit by the JBM.

Timetable Information

Timetables for Semester 1 will be made available to students during induction week via:

i) The Student Portal (MyBeckett)
ii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Key Contacts

Your Course Director	Tom Craven
Your Course Administrator	Emma Le - H.L.Le-Thi-Ngan@leedsbeckett.ac.uk

Course Overview

Aims

The aims of the programme are to:

- Establish a reflective understanding and application of the underpinning engineering principles and the multi-disciplinary context in which civil engineering operates.

- Enable students to select and apply appropriate techniques in the solution of engineering problems by utilising real-world scenarios relevant to Incorporated Engineer level.

- Facilitate access to a range of practical skills through IT applications, laboratory investigations, surveying exercises and through project work at all levels of the course.

- Develop a range of graduate skills relevant to career progression in the modern civil engineering industry including all forms of communication, problem-solving, individual motivation and team working.

- To establish an appropriate foundation for a lifetime of continuing professional development.

Course Learning Outcomes

At the end of the course, students will be able to:

1	Demonstrate knowledge and understanding of mathematics, science, and engineering principles across a range of core civil engineering subjects, notably structural engineering, geotechnical and highway engineering, civil engineering materials, hydraulics and surveying.
2	Identify design requirements and use analytical techniques and design practice to produce practical solutions relevant to the role of an Incorporated Engineer.
3	Understand the iterative analytical nature of engineering problems in determining cost effective, sustainable and robust solutions utilising contemporary digital technologies, advanced computing techniques, and traditional manual methods.
4	Use contemporary Codes of Practice and be aware of the regulatory framework in which design is practiced. Demonstrate an appreciation of the role of the designer in achieving whole-life performance especially with regard to health and safety and sustainable development.
5	Recognise the importance of leadership, teamwork and communication applicable to the role of an incorporated engineer and demonstrate relevant aspects, utilising appropriate interpersonal skills, whilst working both as a team member and individually.
6	Demonstrate knowledge of the context in which civil engineering projects are delivered and managed through procurement, contract administration, planning and performance. Apply contemporary legislative requirements with regards to health and safety and environmental impact to contextualise entry level knowledge in civil engineering.

Teaching and Learning Activities

Summary

All modules on the course are designed for formal lecture-based delivery, accompanied by tutorial, laboratory practical and fieldwork sessions to consolidate student learning and enhance the student experience.

Student support and pastoral care is provided by the course team via a dedicated course administrator as well as subject specialist tutors, personal tutors, module leaders, level tutors and the course leader. In addition, the team operate an open access policy which gives students easy access to academics outside of taught sessions.

Emphasis is placed on the application of engineering principles to the practical solution of increasingly complex engineering problems. Aspects of the course which are particularly relevant to professional and transferable skills development and employability are:

- A broad range of study covering both technical and management-based subjects which build knowledge, understanding and application across levels.

- Design solutions to practical problems. Initially simple problems with tutor lead design solutions. The problems presented become increasingly complex, necessitating imagination and judgement in developing a practical solution. At all levels, the design problems are case study based and relevant to current industry practice.

- Hands-on experience in IT, Surveying and laboratory testing. Again, at Level 4, these exercises are basic, and tutor led. As the course progresses, students work to less detailed briefs and are expected to develop innovative solutions based on experience.

- The PSRB requires that threads (Design, Health Safety and Risk Management, Sustainability) permeate the curriculum both horizontally and vertically and this is embedded in the modular content.

This course will mainly feature in-person learning for any taught sessions.*

*Where appropriate for learning, some IT sessions may be delivered by recorded video with tutor support.

Your Modules

This information is correct for students progressing through the programme within standard timescales. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Full Time Delivery

Level 4
Compulsory modules

Module title	**Credits**	**Semester/ teaching period**
Civil Engineering Management A	20	S1 / Year 1
Civil Engineering Mathematics	20	S1 / Year 1

Site Surveying and CAD	20	S2 / Year 1
Engineering Materials Science	20	S2 / Year 1
Civil Engineering Technology Project	20	S1 / Year 2
Engineering Mechanics	20	S1 / Year 2
Number of credits of compulsory modules	120	

Level 5
Compulsory modules

Module title	**Credits**	**Semester/ teaching period**
Civil Engineering Management B	20	S2 / Year 2
Engineering Materials Technology	20	S2 / Year 2
Geotechnical Engineering A	20	S1 / Year 3
Structural Design	20	S1 / Year 3
Highway Engineering A	20	S2 / Year 3
Number of credits of compulsory modules	100	

Option modules

Module title	**Credits**	**Semester/ teaching period**
Intro to Structural Analysis with Project Design	20	S2 / Year 3
Structural Analysis	20	S2 / Year 3
Number of credits of option modules a student should choose	20	

Assessment Balance and Scheduled Learning and Teaching Activities by Level

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

Assessment

Level 4 is assessed by examinations predominantly, with some coursework.

Level 5 is assessed by examinations predominantly, with some coursework.

Workload

(per 20 credit module)

Overall Workload	**Level 4**	**Level 5**
Teaching, Learning and Assessment	50-60 hours	50 hours
Independent Study	140-150 hours	150 hours