Template C4

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Programme Specification

Title of Course: *MSc Engineering Projects & Systems Management*

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Version number	6
Faculty	Faculty of Engineering, Computing and the Environment
School	School of Engineering
Department	Department of Mechanical Engineering
Delivery Institution	Kingston University

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

Award(s) and Title(s): *Up to 10 pathways*	MSc Engineering Projects & Systems Management
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	PgDip PgCert
Course Code *For each pathway and mode of delivery*	PPEPS1EPS02 PFEPS1EPS01
UCAS code *For each pathway*	N/A

RQF Level for the Final Award:	MSc
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Kingston University
Language of Delivery:	English
Modes of Delivery:	Full Time Part-time With Professional Placement
Available as:	Full field
Minimum period of registration:	Full Time - 1 Part-time - 2 With Professional Placement - 2
Maximum period of registration:	Full Time - 2 Part-time - 4 With Professional Placement - 3
Entry Requirements:	Applicants for this course are normally required to have a good honours degree in a relevant engineering discipline. Exceptionally applicants with substantial relevant industrial experience who do not have an honours degree may be considered. Such applicants must demonstrate strong motivation to complete the course and the ability to work at this level. International applicants are required to satisfy the Admissions Officer that they have reached an equivalent academic standard as those required for home students.

	Each application is assessed on an individual basis and may be subject to additional requirements, such as undertaking short course(s), work experience and/or English language qualification(s). Meeting minimum entry requirements does not automatically guarantee a place. English language requirements Non-UK applicants will usually be required to provide certificated proof of English language competence before commencing their studies. For this course the minimum requirement is Academic IELTS of 6.5 overall, with 6.0 in Writing and 5.5 in Reading, Listening and Speaking. Other equivalent qualifications will also be considered. For further information, including other acceptable qualifications (such as WAEC and NECO from Nigeria and Ghana, and Indian CBSE) and pre-sessional English courses; see the KU website: http://www.kingston.ac.uk/international/studying-at-kingston/language-requirements/
Programme Accredited by:	Institute of Mechanical Engineering
QAA Subject Benchmark Statements:	*All subject benchmark statements can be found here. For PG provision where there is no QAA subject benchmark make reference to the QAA Master's Degree Characteristics*
Approved Variants:	To comply with Engineering Council regulations, a maximum of 20 credits can be compensated within this programme.
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	n/a
Recruitment, Selection and Admission process:	n/a

End Point Assessment Organisation(s):	n/a

SECTION 2: THE COURSE

A. Aims of the Course

The main aims of the MSc Engineering Projects and Systems Management
- Provide a "period of further learning" which is a requirement of the Institution of Mechanical Engineers for Chartered Engineer status for students with an accredited BEng.
- Equip students with the multi-disciplinary understanding and the key skills necessary to apply the principles of specialised subjects within the engineering field.
- Enhance the skills and knowledge required to enable students to contribute effectively to manufacturing and other engineering industries and give them the capability to hold responsible positions within industry.
- Develop the personal attributes and skills expected of a graduate with a master's degree and to give them a secure foundation for their personal, intellectual, and professional development.
- Acquire a detailed knowledge of understanding of how various management techniques are applied in engineering companies.
- Develop an understanding of effective project management methods in engineering companies when new products or services are launched.
- Recommend and implement appropriate solutions to make an engineering company more competitive and operationally more efficient.
- Further enhance the understanding and application of advanced project management techniques by engaging an industrial oriented project and applying the knowledge learnt in the course, and to recommend feasible solutions supported by a broad literature research.

B. Intended Learning Outcomes

The course outcomes are referenced to the relevant QAA subject benchmarks for master's level Engineering (2023) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) And relate 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 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).

Programme Learning Outcomes

	Knowledge and Understanding On completion of the course students will be able to:		Intellectual Skills On completion of the course students will be able to		Subject Practical Skills On completion of the course students will be able to
A1	Achieve a systematic and detailed understanding of a chosen coherent subset of the engineering systems and project management process.	B1	Demonstrate a critical awareness of the current developments in the engineering systems and project management environment.	C1	Select, justify and implement effective management techniques in order to achieve better organisation efficiency and overall competitiveness.
A2	Develop an impact of different management and operational problems and how appropriate techniques can be applied to resolve them.	B2	Achieve a good understanding of essential criteria in effective project and risk management.	C2	Evaluate and use different software and team role-play workshops to promote interaction between employees in an engineering environment.
A3	Apply a structure of an engineering organisation, the interaction of its functional department and importance of resources optimisation.	B3	Identify current issues and trends in project management in different industrial sectors.	C3	Measure the performance of an engineering company through using benchmarking and other management techniques.
A4	Engage in the critical community including reflecting on one's own and others practices and relate them to an engineering environment.	B4	Identify, analyse, and evaluate critical engineering operations issues and recommend feasible solutions.	C4	Apply appropriate operation and project management techniques to improve internal and external communications for an organisation.
A5	Apply complex nature of engineering projects and their associated risks, and how they can be managed more effectively.	B5	Initiate and sustain a planned and disciplined personal effort when working alone or in a team.	C5	Apply advanced project management techniques to monitor a new engineering project.
A6	Identify human resource related problems in an engineering			C6	Create and run simulation models for improving bottleneck resources in an engineering organisation.

	company and recommend appropriate actions.				

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

In the emergence of global business platform and the increasing deployment of advanced internet technology today, an organisation has to be innovative, efficient, competitive, resourceful, and well structured so that they can maintain and even expand their business presence in this 21st century. Because of the rapid growth of technology and higher expectation from customers, product life spans are getting shorter and shorter. As a result, many companies are driven by new projects and new products which have to be developed quickly and efficiently. This also requires the adjustment to business and resources strategy in order to satisfy the tougher demand.

To date knowing how to implement relevant technical knowledge in a specific discipline is no longer sufficient, many engineering companies are looking for graduates who can also demonstrate the skill set in project and resources management. This skill set includes planning, deploying, and utilising all the resources in a new project in the most effective way. In addition, all the constraints and possible risks must be fully evaluated to ensure a project conclude successfully.

The programme is accredited by the Institution of Mechanical Engineers (IMechE). This accreditation certifies the fact that this course is of the appropriate standard and content, representing the knowledge base required to achieve Chartered status. The course will provide an excellent opportunity to improve the students' technical portfolio with a practical knowledge in operation efficiency and project management. It adds a spectrum of transferrable engineering management skill to any previous achieved engineering qualification. Graduates will see their employability greatly enhanced, and they can take this unique mix of skill set and work in any company in the world.

Essential skills such as Project & Operation Management, Resources utilisation & optimization, Productivity measurement & Benchmarking, Business Strategy, Factory Simulation and Quality Management concept will allow the graduate to fill senior management roles in many engineering companies.

The course is delivered with the support of external industrial speakers who bring their experience into the classroom so that students can learn how real problems can

be solved using the techniques they have learned in the lectures. Throughout the course innovative teaching methods, with the aid of a virtual learning platform, will be used inside and outside the classroom to enhance the students learning experience.

One of the main features of the course is that many of its subject materials are highly research oriented and taught by active and internationally recognised research academics in the faculty. This provides the students with additional opportunity to deepen their subject interest by selecting a research-based project dissertation. The project dissertation, which can be customised to meet the individual requirement and career ambition of a student, will enable them to be specialised in a chosen field and prepare them for the world of work.

Students will also have the opportunity to engage with the wider Faculty research community through attending regular research seminars and participating in research forums run by PhD students. This may lead to the possibility of furthering their studies towards a PhD research degree. There are also ample opportunities for Maser students to take leading roles in a range of extracurricular activities which are run across all levels of a subject area in the faculty.

The delivery of the course is led by technology. In addition to the well-balanced structure of lectures and practical sessions using cutting edge technology, all course materials including teaching and supplementary materials, tutorial questions, subject discussion forums, video clips, relevant case studies, module guides and assessment marking schemes can be accessed online in a virtual learning environment.

Graduates from this course will see their employability potential greatly enhanced, and they can take the unique mix of knowledge and skills acquired in this course to work in any company in the world. The programme also helps develop employment-ready students through an integrated industrial experience in the form of a work placement on the two-year version of the programme.

This integrated placement provides students with an exciting opportunity to apply and develop their knowledge and skills in a real-world setting, which enables them to develop their self-confidence. Students undertaking such placement activities are in a stronger position to gain the skills and experience that employers desire today.

This programme is part of the University Postgraduate Regulations (PR). Programmes in the PR are made up of modules which are designated at level 7. Single modules in the framework are valued at 15 & 30 credits and the programme consists of 3 subject specific single 15 credit modules (3 core & 1 optional), 2 subject specific single 30 credit modules and the capstone project module valued as 2 single modules (60 credits). A Postgraduate Certificate (PgCert) or Postgraduate Diploma (PgDip) may be offered as an exit award, with the minimum requirement for a PgCert of 60 credits and PgDip of 120 credits. The MSc award is achieved with 180 credits completed of (all modules and the final ==dissertation==).

The programme is accredited by the Institution of Mechanical Engineers (IMechE) to Engineering Council regulations. The award of the accredited MSc requires completion of all modules with only 20 credits compensation; however, 30 credits of compensation is allowed under University Postgraduate Regulations and, in the

event that no further resit opportunities are available, compensation may be applied, and the award of MSc Project and Systems Management awarded. This award is not accredited with the IMechE.

The course offers the PG Certificate (PgCert), PG Diploma (PgDip) and MSc Project and Systems Management only as an exit award.

All students will be provided with the University regulations and specific additions that are sometimes required for 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.

Students on placement must complete a portfolio assessment which includes a reflection on how the theories they have learnt during their teaching year have helped them in their placement and demonstrate ability to apply their teaching in a real-world situation.

Note: As per GR5 within the general regulations, the University aims to ensure that all option modules listed below are delivered. However, for various reasons, such as demand, the availability of option modules may vary from year to year or between teaching blocks. The University will notify students by email as soon as these circumstances arise.

MSc Engineering Projects & Systems Management

Level 7							
MSc Engineering Projects & Systems Management							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Dissertation	AE7743	60	7	TB3	None	1	2
Engineering & Business Resource Management	ME7717	15	7	TB2	None	1	2
Engineering Project and Risk Management	ME7712	30	7	TY13		1	2
Industrial Operations Management	ME7716	15	7	TB2	None	1	2
Integrative Operations Project Management	ME7715	30	7	TB2	None	1	2
Research Techniques,	AE7742	30	7	TB1	None	1	2

Innovation & Sustainability							
Optional Modules							
Advanced Product Modelling	ME7744	15	7	TB1	None	1	1
Professional Placement	CI7900	120	7	TY13	None	2	2
Quality Management System	ME7738	15	7	TB1	None	1	2

Level 7 information

Students exiting the programme with 60 credits are eligible for the award of PgCert. Students exiting the programme with 120 credits are eligible for the award of PgDip. Students exiting the programme with 30 credits compensated module are eligible for the award of MSc Project and Systems Management.

D. Principles of Teaching, Learning and Assessment

The principles of teaching, learning and assessment are in line with the University's strategy. The fields are designed to give students a balanced portfolio of theoretical and practical experience, embracing diversity and individuality.

Industry specialists allied with lecturers and guest speakers contribute to our courses, reinforcing the theoretical aspects and provide an informative insight into industry, promoting innovation, creativity whilst offering an insight into entrepreneurial culture. The module lecturers, experts in the field of project management, operation research, simulation modelling, business application, quality management etc. are embedding their latest research and relevant case studies to enrich content on the taught modules in the spirit of Kingston University research informed teaching' ethos. Furthermore, the practical workshops, open forums and group presentations introduced into the modules provide students with a detailed understanding of the approaches taken in industry, aiding development of students' employability through the course.

Taught materials, knowledge gained from the practical and case studies embedded within each module give student specialised knowledge, tools, and techniques. These are delivered using specialist management software in hands-on sessions and interacting with the Virtual Learning Environment, which includes use of on-line learning materials and YouTube. It will equip them with skills and methods for extracting and synthesising the information. These activities promote rigour, curiosity, excellence, originality, and breadth of knowledge. They must then further explore and exploit the information given, research and define outcomes accurately to produce detailed solutions and innovative work for each module and project dissertation.

It is recognised that teamwork is a very important aspect in industry, and this is implemented in the modules. The course ensures that the students are exposed to team working through group presentations, joint report writing, joint research and lab work, promoting consideration, courtesy, and collegiality.

The course teams are aware of the need for effective communication, both written and verbal, and take pride in the fact that the courses provide, in this regard, a means of

preparing the students for their longer-term career plans and CPD. Apart from the project itself, each student has to give verbal presentations during the modules, normally to the student's peer group and module leader. Students are also helped with verbal communication skills through seminars, tutorials, and discussion groups. Most modules are assessed by written assignments which are designed to improve students' research and evaluation skills.

The dissertation provides a challenge to the candidate to undertake a real-world problem because most projects are industrially orientated. Students will be given close guidance to select a project which is relevant to the chosen field. During the project, the student will be expected to apply the knowledge learnt during the course to achieve agreed deliverables, whilst satisfying any given constraints. Key skills in communication, presentation, literature search, problem analysis, project planning, report writing, and solution justification are all part of the learning objectives defined in the field. The project work is normally aligned with the research field of the staff involved and often leads to students publishing of join papers with their project supervisor.

Students also have a range of opportunities to participate in extra-curricular activities based around clubs and societies (e.g., Formula Student Club and Engineering society), which offer further opportunities to develop their communication skills, teamwork, and ability to apply their theoretical knowledge to hands-on activities.

A combination of assessment methods will be used throughout the course. These elements include module assignments, module examinations, in-class tests, experiment reports, industrial visit reports, seminars, verbal presentations, and the project dissertation. Each module leader is responsible for ensuring that the method of assessment reflects the aims and learning objectives of the module, is demanding, and stimulating and at the appropriate master level.

Formative assessments are embedded into the delivery pattern of all the modules and are designed to help students learn more effectively by giving them feedback to improve their performance and feedforward towards summative assessments. Reflective practice by students and feedback from designated Personal tutors will also form part of the formative assessments. Group activities are an important part of the course teaching and assessment strategy where students learn and improve through peer feedback.

The programme embraces the use of Technology Enhanced Learning (TEL) to engage students actively. Some of the most widely used technologies in project management and computer simulation modelling in the curriculum. Digital tools such as a team's work file syncs Cloud, VLE assessment and YouTube videos are used to enhance the quality of student learning experience.

Research-informed teaching
Most of the module teams are engaged in engineering research or industry-related professional activities, such as Knowledge Transfer Partnerships (KTPs), which have significantly influenced the design and content of the programme. The Department's Industrial Advisory Board also provides valuable input from industry, further informing the programme's development.

The academic staff are committed to continuous professional development in teaching and learning in higher education and wider pedagogic issues. Their research and development of innovative ideas informs the curriculum and enhances student learning experience both within and outside the classroom.

Inclusive teaching practice
The University is committed to an inclusive curriculum, encouraging students to consider themselves as members of a professional community. The Student Voice Committee provides a platform for students to voice their opinions and suggest improvements for developing a more inclusive curriculum that takes into account the specific circumstances of the student body. To cater to different learning preferences and experiences, a diverse range of teaching activities is provided with a careful balance between individual and group-based activities. The assessment brief, provided at the beginning of the year, includes marking criteria for all assessments. The language used in the criteria is clear and concise to ensure that students understand the expectations. Additionally, in-class discussions are held to allow students to question and clarify any doubts regarding the marking criteria.

Focus on Active Learning and Enhancing student Engagement.
The programme emphasises on active learning through collaborative, problem-solving and enquiry-based workshops, and tutorials. Engaging sessions require students to prepare beforehand and actively participate during the class, as opposed to passively listening to lectures. Furthermore, the guided learning approach encourages students to consolidate their knowledge after the session. Additionally, students can benefit from opportunities for peer learning, group work and presentation practice. In these interactive sessions, the lecturer plays a crucial role in supporting students to construct their own knowledge and understanding while introducing and summarising key concepts through short mini lectures.

Active and collaborative learning techniques are utilised in the lectures, which may include interactive presentation software, question-and-answer sessions and brief student discussions integrated into the lecture. By incorporating these methods, valuable contact time is spent on applying and critically analysing knowledge, while also developing key skills such as problem-solving, communication and teamwork. To further promote student engagement and sense of belonging, the programme offers various opportunities for students to interact with staff and peers, including through the personal tutorial scheme (PTS), field work, industrial visits, extra-curricular seminars, research internships, course representative system, student ambassador work, peer mentoring and outreach initiatives, as well as hands-on activities such as Formula Student, TT-Bike racing, Robotics Club and UK Talent. These efforts also support improved retention and progression among students and enhance student engagement, creativity, confidence, and self-reliance.

Development of Employability Skills
The programme not only focuses on imparting theoretical knowledge but also aims to develop a wide range of essential employability skills. This is achieved by embedding future-oriented skills throughout the curriculum via a Research Techniques, Innovation & Sustainability module. Through the programme, students are equipped with effective communication, problem-solving and creative thinking skills – qualities that employers seek in postgraduates. The integration of 'Skills for Innovation' across both business and higher education domains ensures that graduates have the skills, experience and opportunities required to excel in their chosen careers.

The course is designed with close consultation with the School's Industrial Advisory Board, hence taking on board the latest requirements of industry for graduates. Employability skills are developed throughout the delivery of the modules, particularly as part of capstone dissertation. Furthermore, students are equipped with business, management, and entrepreneurial skills to enhance their employability potential globally. Delivery of many modules involves industrial speakers, who introduce students to latest industrial requirements.

Employability criteria identified using feedback from employers, alumni, Industrial Advisory Board, and the Institution of Mechanical Engineers (IMechE) are embedded in the curriculum. Each module is examined to determine opportunities to incorporate employability skills. The University's academic and Careers and Employability Service teams identify appropriate provisions and tailor opportunities to bridge gaps.

The IMechE Formula Student competition, on the other hand, serves as an integral component of the curriculum, equipping students with a well-rounded skill set that extends beyond academic learning and prepares them for the demands of the professional world. Students are required to design and manufacture a prototype of a single-seat race car. This demanding task enables students to refine their technical skills and deepen their understanding of engineering design and manufacturing processes. Moreover, the competition goes beyond developing technical expertise. It provides a platform for students to cultivate essential skills like teamwork, time management, project management, budgeting, and presentation. These competencies, highly sought-after by employers, can significantly enhance students' employability prospects.

Throughout the course students have access to a dedicated employment coordinator; attend specially arranged employer seminars, university career workshops and research seminars, to prepare them for the world of work once graduated.

The market for graduates of the MSc Engineering Projects & Systems Management is continually growing. This programme, with its balanced diet of theoretical and practical contents, will prepare its graduates well for the senior technical and management positions in a range of industry such as:

- Oil and Gas resources management
- Avionics logistics management
- Project management
- Supply Chain and logistics management
- Changed Management
- Factory and plant operation management
- Public sector and Education
- Manufacturing management
- Production control and inventory management
- Transportation systems design
- Warehouse and logistics simulation
- Resources management and simulation
- Software development

The breadth of knowledge and ability gained by the graduates will prepare them to take on the roles such as:

- Project leaders and managers
- Manufacturing Plant Engineer/Manager
- Operation Managers
- Engineering consultants
- Quality Manager
- Scholars in higher education
- Research and development engineers
- Opportunity to undertake further research for a PhD qualification.

The level and content of courses are relevant and satisfy the Engineering Council's guidance and criteria (for further information see the Institution of Mechanical Engineering and Engineering Council links part K).

E. Support for Students and their Learning

A personal tutor will be assigned to each student to personalise their learning experience and support their academic and professional development from the first induction day at the university all the way to graduation and their career destination. The personal tutors will help their tutees with issues of transition from UG to Masters and understand how to use feedback on the postgraduate course. They will play an important role in supporting the large community of international students to settle down and take advantage of the university wide support system. They will also encourage students to be proactive in making links between their course and their professional and/or academic aspirations and explore their research interests as well as being part of a wider disciplinary and/or professional community in support of their career choices.

Additionally, Students are supported by a range of other course and/or university level systems, including:

- A Module Leader for each module
- A Course Leader to help students understand the programme structure.
- Technical support on use of IT and workshop/lab facilities.
- A designated programme administrator.
- A dedicated employability consultant practitioner.
- An induction programme at the beginning of each new academic session.
- Series of research seminars delivered by internal and external speakers informing students about latest advances in research.
- Invited guest lecturers informing students about latest developments in technology and professional practise.
- Student Voice Committee (SVC).
- Canvas - a versatile on-line interactive Virtual Learning Environment (VLE).
- ECE Study Skills Centre (S^3) that provides academic skills support.
- KU student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, etc.
- Disabled student support.
- The Students' Union.
- KU Careers and Employability Service.

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
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers
- Industrial Advisory Board
- Professional body reaccreditation is required every four years.

In addition to the University quality systems, the course currency and quality is continuously supported and evaluated by the School's Industrial Advisory Board. The module content and delivery methods are informed by the research and enterprise activities of academic staff. The course is also supported, monitored, and accredited by the Institution of Mechanical Engineers (IMechE), under licence from the UK regulator, the Engineering Council, as meeting the requirements for further learning for a Chartered Engineer (CEng) status for candidates who have already acquired an accredited CEng (Partial) BEng (Hons) degree.

Accreditation is a mark of assurance that the degree meets the standards set by the Engineering Council in the UK Standard for Professional Engineering Competence (UK-SPEC). Some employers recruit preferentially from accredited degrees, and an accredited degree is likely to be recognised by other countries that are signatories to international accords.

G. Employability and work-based learning

Work placements are actively encouraged - although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.
relate to theoretical concepts and to evaluate the relationship between theory and practice.

Students on courses with professional placement can register for the IMechE Monitored Professional Development Scheme (MPDS) scheme if they desire their placement year to be accredited by the IMechE. The MPDS scheme, adhering to the competencies outlined by the Engineering Council's UK Standard for Professional Engineering Competence (UK-SPEC), provides the students with a structured development framework. This facilitates their journey towards professional registration by enabling them to demonstrate their learning through the submission of reports to the IMechE. Furthermore, participation in the MPDS scheme counts as the first year of industrial experience required for Chartership. Thus, the scheme not only aids students in their professional registration application but also acts as a catalyst for their career progression by speeding up their path towards Chartership.

While it is the responsibility of individual students to secure such placements, the Careers and Employability Service support offers each student support at all stages of the application process, including writing CVs, completing application forms, participating in mock interviews, assessment centre activities and psychometric tests. The process of applying for a placement gives students the opportunity to experience a real-life, competitive job application process.

The business experience period enables students to apply their learning in the real-world work environment, to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

Students will be assessed during and at the end of this period, normally through a portfolio. This will be marked as pass/fail.

Students who undertake work-based placements often benefit greatly from the experience, gaining real experience and work achievements.

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

n/a

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

Engineering Council UK-SPEC
https://www.engc.org.uk/ukspec

Institution of Mechanical Engineers IMechE
http://www.imeche.org/Home

Kingston University Web site:
Engineering Projects & Systems Management Masters (MSc) - Postgraduate degree course - Kingston University London

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 7								
		CI7900	ME7716	ME7717	ME7715	AE7742	AE7743	ME7712	ME7738	ME7744
Knowledge & Understanding	A1		S	S	S					
	A2	S			S					
	A3				S					
	A4	S		S						
	A5	S			S					
	A6			S	S					
Intellectual Skills	B1	S								
	B2	S	S	S	S					

	B3									
	B4		S	S	S					
	B5	S								
Practical Skills	C1			S	S					
	C2		S		S					
	C3	S	S	S						
	C4	S	S	S						
	C5	S			S					
	C6	S		S						

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