

BEng Mechanical Engineering with Foundation Element**UCAS code: H301**

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Relevant QAA subject benchmarking group(s):	Engineering
Faculty of Science	Programme length: 4 years
For students entering Part 0 in October 2004	Date of specification: February 2004
Programme Director: Prof. A. G. Atkins	
Programme Advisers: Prof. A. G. Atkins and Dr. J. C. A. Ellick	
Board of Studies: Mechanical Engineering	
Accreditation: Institution of Mechanical Engineers	

Summary of programme aims and learning outcomes

The BEng programme aims to provide students with up-to-date professional and academic training in mechanical engineering that is relevant to the needs of the engineering profession and industry. Topics related to Management and Business are introduced at Part 1 but the main emphasis of the programme is on mechanical engineering design. Advanced topics take advantage of the research interests of the school in Materials Mechanics and Renewable Energy. This programme includes a Foundation element which extends over the first year, and is designed for students who do not have prior learning in Mathematics and Physics sufficient for direct entry to Part 1. It is especially suited to mature students and those who wish to switch into engineering. (For a full statement of the programme aims and learning outcomes see below)

Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. By the end of this programme students are expected to be competent at: using evidence-based methods in analysis; using creativity and innovation as part of engineering design and problem solving; using information technology; written and oral communication; working in a team; time and resource management; critical self-evaluation. These competencies, as well as business awareness and career management, are embedded within modules throughout the programme.

Programme content

The following profile states which modules must be taken (the compulsory part), together with one or more lists of modules from which the student must make a selection (the 'selected' modules). Students must choose such additional modules as they wish, in consultation with their programme adviser, to make 120 credits in each Part.

Part 0 (three terms)*Compulsory modules*

		<i>Credits</i>	<i>Level</i>
CE0EMA	<i>Foundation Mathematics A</i>	20	0
CE0EMB	<i>Foundation Mathematics B</i>	20	0
EE0A	<i>Electrical Science A</i>	20	0
EE0B	<i>Electrical Science B</i>	20	0
PH0A	<i>Foundation Physics A</i>	20	0
PH0B	<i>Foundation Physics B</i>	20	0

Part 1 (three terms)*Compulsory modules*

		<i>Credits</i>	<i>Level</i>
EG1C2	<i>Engineering Mathematics</i>	20	C

CE1EA2	<i>Structures and Materials 1</i>	20	C
CE1EB2	<i>Energy 1</i>	20	C
CE1EC2	<i>Introduction to 3D modelling</i>	10	C
CE1ED2	<i>Software for Engineers</i>	10	C
EC103	<i>Economics for Construction & Engineering</i>	10	C
LW1A05	<i>General Introduction to Law</i>	10	C
CE1CM1	<i>Management 1</i>	10	C
CE1CIC	<i>Information and Communication</i>	10	C

Part 2 (three terms)

Compulsory modules

		<i>Credits</i>	<i>Level</i>
CE2CRS	<i>Research Skills</i>	10	I
CE2CS1	<i>Sustainability 1</i>	10	I
CE2EA2	<i>Structures and Materials 2</i>	20	I
CE2EB2	<i>Energy 2</i>	20	I
CE2EC2	<i>Analytical Methods and their application</i>	20	I
CE2ED2	<i>Design and Manufacture</i>	20	I
CE2EE2	<i>Power Systems and Drives</i>	10	I
CE2EF2	<i>Systems and Services</i>	10	I

Part 3 (three terms)

Compulsory modules

		<i>Credits</i>	<i>Level</i>
CE3EB2	<i>Energy 3</i>	20	H
CE3EC2	<i>Quality and Manufacturing</i>	10	H
CE3EK2	<i>Pressure Vessel Design</i>	10	H
CE3EN2	<i>BEng Design Projects</i>	30	H
CE3ES4	<i>Structures and Materials 3</i>	20	H

Choose modules totalling 30 credits from:

CE3EG2	<i>Energy and the Environment</i>	20	H
CE3ER4	<i>Ancient Technology</i>	10	H
CE3CFM	<i>Facilities Management</i>	10	H
XXXXX	<i>Foreign Language</i>	20	C or I

Progression requirements

To proceed to Part 1 it is necessary to obtain at least:

- an overall average of 55% in 120 credits
- 55% in Modules CE0MA and CE0MB averaged together,
- 55% in Modules PH0A and PH0B averaged together, and
- 45% in Modules EE0A and EE0B averaged together.

To proceed to Part 2 it is necessary to obtain at least:

- an overall average of 40% in 120 credits, and
- 30% in each module taken in Part 1.

To proceed to Part 3 it is necessary to obtain at least:

- an overall average of 40% in 120 credits, and
- 30% in each module taken in Part 2.

To qualify for the award of the degree, it is necessary to pass overall. To pass with honours it is necessary to obtain at least 40% in module CE3EN2 and achieve a minimum satisfactory standard (30%) in every module.

Summary of teaching and assessment

Teaching is organised in modules that typically involve both lectures and practical work. Most modules are assessed by a mixture of coursework and formal examination. Some modules are assessed only as coursework

Admission requirements

Entrants to this programme are normally required to have obtained:

A Level: 200 points; or

International Baccalaureat: 24 points; or

Advanced GNVQ: Merit in one of the following subject areas: Engineering, Information Technology or Science; or

Scottish Highers: Grade B in Mathematics and Bs in three other subjects; or

Irish Leaving Certificate: Grade B and four Cs; or

BTEC: Pass with at least two merits.

Two AS grades are accepted in place of one A-Level (except for Mathematics), provided the subjects have not been taken at A-Level.

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Learning Resource Centre with some 200 workstations. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

Within the providing School support is given through practical classes and tutorial classes linked to lecture programmes. There is a Course Adviser to offer advice on the choice of modules within the programme. The School also provides computing facilities dedicated to support of Engineering students.

Career prospects

In recent years the majority of students who have followed this programme have gone into technical careers in the engineering industry, through companies typically manufacturing motor vehicles, aircraft and computer products. Others have joined research groups in university and industry, the public service including the armed services, and the teaching professions. Others have opted for careers in the business world, in finance or in commerce.

Opportunities for study abroad

Although there are no formal arrangements for the BEng programme in Mechanical Engineering, informal arrangements may be possible, especially in connection with projects.

Educational aims of the programme

The BEng programme aims to provide students with up to date professional and academic training in mechanical engineering that is relevant to the needs of the engineering profession and industry. The programme places a strong emphasis on mechanical engineering design.

Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and Understanding

<p>A. Knowledge and understanding of:</p> <ol style="list-style-type: none">1. Appropriate mathematical methods2. Science appropriate to mechanical engineering3. Principles of IT and Communications (ITC) relevant to mechanical engineering4. General principles of design5. Management and business practices (including finance, law, marketing, personnel and quality)6. Professional and ethical responsibilities including the global and social context of engineering7. Manufacturing and/or operational practice8. Codes of practice and the regulatory framework9. Requirements for safe operation	<p>Teaching/learning methods and strategies The knowledge required for the basic topics is delineated in formal lectures supported by laboratory exercises, tutorials and problems. Students are given opportunities to use their engineering knowledge in design and problem solving situations.</p> <p><i>Assessment</i> Most knowledge is tested through a combination of coursework and unseen formal examinations. Design and project work plays an important role in assessing the extent to which students have learned to make use of the knowledge they have acquired.</p>
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Skills and other attributes

<p>B. Intellectual skills:</p> <ol style="list-style-type: none">1. Ability to select and apply appropriate mathematical methods for modelling and analysing engineering problems2. Use of scientific principles in the development of engineering solutions to practical problems3. Use of scientific principles in the modelling and analysis of engineering systems, processes and products4. Ability to select and apply appropriate computer based methods for modelling and analysing engineering problems5. Analysis of systems, processes and components requiring engineering solutions6. Creation of new processes or products through synthesis of ideas from a wide range of sources7. Commercial risk evaluation8. Ability to produce solutions to problems through the application of engineering knowledge and understanding9. Ability to undertake technical risk evaluation	<p>Teaching/learning methods and strategies Design and project work are an important part of the processes whereby students develop their intellectual skills. Exercises are designed to develop different aspects of these skills.</p> <p><i>Assessment</i> Whilst the more theoretical intellectual skills are assessed through formal examination, the more applied aspects are tested in design and project work.</p>
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C. Practical skills:

1. Skill in the use of appropriate mathematical methods for modelling and analysing discipline-specific engineering problems
2. Use of relevant test and measurement equipment
3. Experimental laboratory work
4. Use of engineering IT tools
5. Design of a component
6. Practical testing of design ideas in laboratory or through simulation, with technical analysis and critical evaluation of results
7. Research for information to develop ideas further
8. Ability to apply engineering techniques taking account of industrial and commercial constraints
9. Project management

Teaching/learning methods and strategies

Students obtain practical skills relating to manufacturing and assembly in special sessions with a coordinating theme, while scientifically based skills will be developed in the laboratory, and in evaluating results of experiments. There are many activities which require students to design at different levels.

Design work and a design perspective are apparent throughout the programme.

Assessment

These skills are assessed through coursework, although some “workshop” skills are only formally assessed in qualitative terms.

D. Transferable skills:

1. Manipulation and sorting of data
2. Presentation of data in a variety of ways
3. Use of scientific evidence based methods in the solution of problems
4. Use of general IT tools
5. Use of creativity and innovation in problem solving
6. Working with limited or contradictory information
7. Effective communication
8. Life long learning
9. The engineering approach to the solution of problems
10. Time and resource management
11. Teamwork and leadership
12. Career Management

Teaching/learning methods and strategies

The various different project and laboratory exercises which are distributed through the curriculum are structured to instil the transferable skills identified. A specific module has been defined for Career Management, but its delivery is embedded in other parts of the programme, and it is not listed in the Programme Content above.

Assessment

Because of the integration of this aspect of learning within other elements, much of the assessment is indirect, and achievement of these outcomes implicit in the achievement of other objectives. Thus, for example, submission of a project work by a required deadline after many months of work requires effective planning; or satisfactory completion of a group task in which a student has participated depends upon effective teamwork, and so on.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a student will achieve and demonstrate upon participation in the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module descriptions in the programme handbooks.