

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MSc
4	Programme Title	Master of Science in Mechanical Engineering or Master of Science in Mechanical Engineering with English
5	UCAS/Programme Code	MSc Mechanical Engineering: 5120
6	Programme Accreditation	IMechE, IET (2006)
7	QAA Subject Benchmark(s)	(http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/Engineering06.pdf) UK Spec (http://www.engc.org.uk/UKSPEC/default.aspx)
8	FHEQ Level	M7
9	Date written/revised	July 2004 Revised: April 2005; July 2006, August 2007, January 2009

10 Programme Aims

The programme aims to enable suitably qualified graduates from a range of engineering backgrounds to:

- For non-native speakers of English, extend their English language skills appropriate to engineering and industry through experience of life and study in a UK Higher Education Institution.
- Develop their knowledge, skills (including transferable skills) and understanding, as well as awareness and 'know-how', in the field of mechanical engineering and its related disciplines so that as graduates they will be equipped to enter employment as professional engineers (progressing on to chartered engineer or equivalent status) or a wide range of other professional careers.
- Prepare them to engage in life-long learning (eg professional CPD or further Higher Education) and critical enquiry with skills in research and knowledge acquisition and an appreciation of the value of education to the wider community.
- Provide them with internationally recognised qualifications which meet the requirements of the Framework for Higher Education Qualifications at Level M and of the subject Benchmark Statement for Engineering (Applicability of Output Standards to MEng Degrees) and of the Engineering Council UK, UKSpec for CEng accredited Integrated Masters Degrees.
- Provide the engineering industry and profession, in the UK and elsewhere, with employable and enterprising graduates prepared for the assumption of technical, managerial and financial responsibilities.
- Achieve the above in the contexts of the School, SAgE Faculty and University business plans, following the University's policies and procedures and conforming to the relevant sections of the QAA Code of Practice.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Engineering and to UKSpec Learning Outcomes.

Knowledge and Understanding

On completing the programme students should have:

- A1 An advanced knowledge of a broad range of modelling methodologies, and underlying mechanical

	science, commonly used in the development and analysis of mechanical engineering systems.(UKSpec US1, 1m, E1)
A2	Knowledge of fundamental design issues relevant to mechanical engineering, and an understanding of how to formulate and analyse design solutions in various engineering contexts. (UKSpec D1m, D2)
A3	Working knowledge of a range of modern mathematical methods and tools used in the development and analysis of mechanical engineering systems. (UKSpec 2, 2m)
A4	In-depth knowledge of one or more of the following (depending of selection of option modules and project area): specific engineering systems, design methods, modelling techniques, mathematical and/or numerical techniques.(UKSpec US3m, E1, E1m, D1m, P1, P1m, P2m)
A5	Knowledge of basic research and development principles and practices relevant to mainstream engineering industry. (UKSpec US3M, E1, D2, S1, S3, P1m)
A6	Knowledge of key professional, safety and ethical issues arising in modern engineering industry. (UKSpec P1m, D1)
A7	Knowledge of time-management and work planning issues related to the organization, implementation and successful completion, including reporting, of an individual, Masters level, engineering based project. (UKSpec S2)
Teaching Methods	
The main mechanism for imparting the above knowledge and understanding in A1-A6 is lectures, combined with tutorials, examples classes, activities and coursework. Design labs and CAD sessions are used for A2, whilst computer labs form part of the teaching methods for some of the numerically orientated option modules (A4). In-depth knowledge outcomes in A4 are also achieved via project work, as is outcome A7. Outcome A6 is also supported by project based experience in many cases	
Learning Methods	
Students are required to support and reinforce lecture based knowledge transfer through private study, making use of recommended texts and web-based material. Tutorials allow lecture material to be discussed and supplemented, and provide a mechanism for detailed feedback to the student on coursework. Supervised project work provides the student with the opportunity to develop knowledge and understanding in an area of interest to a greater depth, and further reinforces material from the taught component of the programme.	
Assessment Strategy	
Formative assessment of student progress on taught modules is affected through the use tutorial exercises and coursework in the form of written answers to set exercises and/or case-study reports. The primary, summative means of assessing knowledge and understanding is the closed book examination. The balance between coursework assessment and examination varies as appropriate to each module. In-depth learning and understanding acquired during work of the main project is assessed by dissertation. Interview of candidates by the external examiner is also used, where appropriate, to assess student learning.	
Intellectual Skills	
On completing the programme students should be able to:	
B1	Identify, adapt and develop models appropriate to the study of a wide-range of different mechanical engineering type systems, processes and products. (UKSpec US1, US2, US3)
B2	Apply standard scientific principles to develop engineering solutions to a range of practical problems. (UKSpec US1, US3m, E1m)
B3	Select and apply appropriate mathematical and/or numerical methods for analysing relevant problems, and to critically assess and interpret results obtained from these methods. (UKSpec

	US2, E2, E2m, E3m)
B4	Propose, formulate and present suitable design strategies and practices to tackle typical mechanical engineering orientated problems. (UKSpec D1m, D4m, D5m)
Teaching Methods	
Skills B1-B4 are introduced, illustrated and explained in lectures and examples classes. Subsequent work in tutorials and labs reinforces these skills. More in-depth exposure to skills B1-B4 is provided during work on the main project	
Learning Methods	
Skills B1-B4 are developed through work on exercises provided in lectures, example classes, tutorials and labs. Regular student attendance and participation at all formal classes is expected and required. Acquisition of B1-B4 is also through application and extension of taught material to project work	
Assessment Strategy	
Satisfactory acquisition of skills B1-B4 is formally assessed through coursework (written solutions to set problems, lab reports and mini-projects) and written examination. In-course assessed work provides an important mechanism for monitoring student development through the course. Written examinations test skill acquisition and the ability to apply such skills under time constraints.	
Practical Skills	
On completing the programme students should be able to:	
C1	The interpretation and critical assessment of existing theories, models, methods and results, both qualitative and quantitative, within a broad engineering and physical science framework. (UKSpec E3m)
C2	The recognition and appreciation of problems inherent in a given engineering system or approach, and the ability to synthesis, and propose evaluation methods for, alternative solution strategies. (UKSpec E3)
C3	Ability to work with technical uncertainty (UK Spec P8)
C4	Ability to apply engineering techniques taking account of a range of commercial and industrial constraints (UK Spec P8m)
Teaching Methods	
The inculcation of skills C1-C4 takes place throughout the entire degree programme, and draws on teaching, learning and assessment strategies (as employed in lectures, tutorials, labs and project work) described in A and B above. Project work provides an important mechanism not only for consolidating the technical information and learning outcomes introduced and developed in the taught modules, but also for developing more generic, cognitive skills by drawing on the body of these experiences and learning outcomes. Supervision of project work is structured to assist students develop their learning skills.	
Learning Methods	
Students are encouraged to adopt a critical and logical approach when interpreting the methods and ideas presented and discussed in the programme. Emphasis is given to the requirement of submitting work that exhibits clear and logical presentation, with rational explanations of methods employed. In this respect the planning, execution and reporting of work undertaken during the project plays an important role in the development of cognitive skills.	
Assessment Strategy	

Primary assessment of cognitive skills is via evaluation of student performance on submitted coursework (problem-solving exercises, mini-project and lab reports) and the final project, the later being assessed through the written dissertation together with formal feedback from the project supervisor. Written examinations for the taught modules also provide a mechanism for assessing the development of cognitive skills.

Transferable/Key Skills

On completing the programme students should be able to:

- D1 Communicate ideas clearly, by means of both written documentation and oral presentation.
- D2 Effectively utilize modern information resources and technologies. (UKSpec 4m)
- D3 Prioritise, organise and schedule work activities effectively. (UKSpec S5)
- D4 A comprehensive knowledge and understanding of the role and limitations of ICT, and an awareness of developing technologies in ICT (UKSpec US4m)
- D5 Understanding use of technical literature and other information sources (UKSpec P4)

Teaching Methods

Proficiency in key skills D1-D5 is addressed directly by taught material forming part of the module *Methods In Industrial Research and Development*, which is aimed at teaching generic skills and methods commonly used in industrial R&D. This material covers presentation and writing skills (D1), use of library and other information resources (D2), and work management (D3). Further, students will undertake both individual and group problem-solving activities within this module to assist in developing key skill D4-D5. Students who are not native speakers of English usually receive additional instruction related to D1 by registering for the Language Centre module *Writing Dissertations in Science & Engineering*. In addition to the key-skill-specific taught material, students will develop these skills through participation in other aspects of the programme. In particular project based work is central in the teaching strategy for D1-D3.

Learning Methods

Key skills D1-D5 are formally taught, and feedback on student performance assists the learning process. These skills are also required in other, subject specific modules, and active participation in these modules will further aid key skill development. Successful completion of the final project will require that a student is developing and applying these skills.

Assessment Strategy

Key-skill development is formally assessed in the module *Methods In Industrial Research and Development*. Assessment is through performance demonstrated by written work and by oral presentations. The key skills are also indirectly assessed through performance on coursework for other modules and on the final project

12 Programme Curriculum, Structure and Features

Basic structure of the programme

This is a full-time, one year (three semesters) programme, starting in September, leading to the award of the degree of Master of Science (MSc).

The taught component of the programme consists of a total of 120 credits (1 credit \equiv 10 study hours, including timetabled contact hours and private study) studied during Semesters 1 and 2 (September to June). Students begin preliminary work (eg literature review etc) on their 60 credit major project in Semester 1, with work continuing throughout the year and being completed in Semester 3 (June – September). Project work must be submitted for assessment before 1 October.

Key features of the programme (including what makes the programme distinctive)

The degree allows specialisation in a range of mechanical engineering topics, with the opportunity to apply these in the major project. In appropriate cases, students may be allowed to substitute 20 credits of mechanical engineering modules with 20 credits of English language modules.

All students will normally follow a compulsory 10 credit module on Methods in Industrial Research and Development. Non-native speakers of English will normally also follow a compulsory 10 credit module on Writing Dissertations in Science and Engineering. All students will undertake a major (60 credit) project, which usually involves laboratory based work and/or modelling and numerical studies and/or design (with considerable scope for industrial involvement in projects).

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/>

13 Criteria for admission*Entry qualifications*

Applicants for this MSc should have a good Honours level first degree or equivalent in a relevant engineering discipline. Applicants who hold non-standard qualifications and/or have relevant professional experience requiring the regular exercise of Level H engineering knowledge, skills and understanding, may be considered on an individual basis and may be required to attend for interview if practical.

Admissions policy/selection tools

All applicants should apply through the University Enquiries to Registration portal.
<https://pgadmissions.ncl.ac.uk/irj/portal>

Non-standard Entry Requirements

Non-standard applications are directed via the University Enquiries to Registration portal to the Degree Programme Director to evaluate. Evidence of extensive and recent work based experience is acceptable.

*Additional Requirements**Level of English Language capability*

Applicants who are non-native speakers of English will usually be required to provide evidence of English language proficiency equivalent to IELTS 6.5 or better. Applicants who are non-native speakers of English, who have not studied for their first degree in an English speaking country and whose English Language proficiency is IELTS 5.5 (or equivalent) may be permitted to study for the MSc in Mechanical Engineering with English.

14 Support for Student Learning*Induction*

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in

the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid.

Help with academic writing is available from the Writing Centre.

Academic support

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions/workshops on a range of topics, such as emotional issues eg. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports

are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

Mechanisms for gaining student feedback

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

Accreditation reports

Accreditation was given by IMechE and IET (formerly the Institution of Electrical Engineers) in October 2006. Accreditation is for 5 years and the next re-accreditation visit is due in 2011

Additional mechanisms

Previous QAA Reports

The University underwent Institutional Audit in March 2005

(<http://www.qaa.ac.uk/reviews/reports/institutional/Newcastle05/main.asp>)

Internal Subject Review

The School underwent Internal Subject Review in November 2005.

16 Regulation of assessment

Pass mark

The pass mark is 50 (Postgraduate programmes)

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Masters programmes

<50	Fail
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail
50 or above	Pass

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies.

The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus (see <http://www.ncl.ac.uk/postgraduate/>)

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Either

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	CME4001, ENG8009, MEC8017, MEC4003MEC8018, MEC4004MEC8019, MEC8003, MEC8095, CIV8201, CIV8506, CME4002, EEE1008, ENG8002, ENG3002, ENG3003, ENG8004, MAR8034, MEC8007, MEC8008
A2	MEC4004MEC8019
A3	ENG8009, MEC8095, CIV8201, VIB8506, EEE1008, ENG8002, ENG3002, ENG3003, ENG8004, MEC8008
A4	CME4001, ENG8009, MEC8017, MEC4003MEC8018, MEC4004MEC8019, MEC8003, MEC8009, MEC8095, CIV8201, CIV8506, CME4002, EEE1008, ENG8002, ENG3002, ENG3003, ENG8004, MAR8034, MEC4001, MEC8007, MEC8008
A5	MEC8011, MEC8095
A6	MEC8011, MEC8095
A7	MEC8011, MEC8095
B1	ENG8009, MEC8017, MEC4003MEC8018, MEC8003, MEC8009, MEC8095, CIV8201, CIV8506, MAR8034, MEC8007, MEC8008
B2	ENG8009, MEC8017, MEC4003MEC8018, MEC8095, CIV8201, CIV8506, MAR8034, MEC8007, MEC8008
B3	ENG8009, CIV8201, CIV8506, EEE1008, ENG8002, ENG3003, ENG3003, ENG8004,
B4	CME4001, MEC4004MEC8019, MEC8095
C1	CME4001, ENG8009, MEC8017, MEC4003MEC8018, MEC4004MEC8019, MEC8011, MEC8003, MEC8009, MEC8095, CIV8201, CIV8506, CME4002, EEE1008, ENG8002, ENG3002, ENG3003, ENG8004, MAR8034, MEC4001, MEC8007, MEC8008
C2	CME4001, ENG8009, MEC8017, MEC4003MEC8018, MEC4004MEC8019, MEC8011, MEC8003, MEC8009, MEC8095, CIV8201, CIV8506, CME4002, EEE1008, ENG8002, ENG3002, ENG3003, ENG8004, MAR8034, MEC4001, MEC8007, MEC8008
C3	MEC8011, MEC8095
C4	CME4001, MEC8017, MEC4003MEC8018, MEC8011, MEC8095
D1	MEC8011, MEC8095, LCE8014, LCE1004, LCE1005, LCE1008, LCE1009
D2	MEC8011, MEC8095, LCE8014
D3	MEC8011, MEC8095
D4	MEC8011, MEC8095, EEE1008
D5	MEC8011, MEC8095