

Programme Specification

Foundation Degree in Motorsport Engineering

Valid from: September 2015

**Faculty of Technology, Design & Environment/ Bridgwater
College**

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Bridgwater College
Final award:	Foundation Degree (Engineering)- FdEng
Programme title:	Motorsport Engineering
Interim exit awards and award titles:	Certificate of Higher Education (exit award only)
Brookes course code:	BW13
UCAS/UKPASS code:	H33c
JACS code:	H330
Mode of delivery:	On campus
Mode/s of study:	Full time or part time
Language of study:	English
Relevant QAA subject benchmark statement/s:	<p>Foundation degree benchmark (2010): http://www.qaa.ac.uk/en/Publications/Documents/Foundation-Degree-qualification-benchmark-May-2010.pdf</p> <p>QAA Engineering benchmark (revised edition, 2010): http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Engineering-.pdf1</p> <p>Engineering Council UK-SPEC (third edition, 2013): http://www.engc.org.uk/ukspec.aspx</p>
External accreditation/recognition: (<i>applicable to programmes with professional body approval</i>)	Partial IEng with the IET (http://www.theiet.org/) and the IMechE (http://www.imeche.org/).
Faculty managing the programme:	Faculty of Technology, Design & Environment
Date of production (or most recent revision) of specification:	April 2015

1 Strictly, this benchmark statement corresponds to threshold criteria for engineering honours degrees and does not correspond to the output standards for this foundation degree. Further, the engineering benchmark statement concedes, and refers the reader to, the UK Engineering Council's accreditation Standard for Professional Engineering Competence (UK-SPEC) and criteria for accreditation of degree programmes towards CEng and IEng status.

SECTION 2: OVERVIEW AND PROGRAMME AIMS

2.1 Rationale for/distinctiveness of the programme

This course is a two year Foundation Degree programme designed to enable students with a relevant L3 qualification in an Automotive or Engineering subject, or equivalent, to obtain a FdEng in Motorsport Engineering.

It has been developed with Oxford Brookes University and has both a work placement and project element so that students can tailor their course to the needs of industry. The programme will utilise its facilities to provide students with the same opportunities as those on similar courses offered at Oxford Brookes University. Cohort size will follow a similar pattern to that of the in-house BSc(Hons) course and will allow natural progression in a familiar environment to that of the previous course studied (i.e. Extended Diploma in Motorsport).

Local employers such as Anderson Racing Engines and Mark Bailey Racing will be regularly contacted to ensure the programmes relevance to industry and that the facilities, software and equipment is to the correct standards. Students have the opportunity to be involved with the college race team and be able to carry out work placements during the first year. Visits to industry and guest speakers are also a common theme within the course. Trips to companies for students and staff such as Xtrac Engineering and Force India F1 allow staff to keep up to date with modern day industry practises and implement this into teaching sessions and laboratory work.

Graduates from the course will have a range of skills and knowledge to help them progress into the workplace or onto a higher level degree course.

The course will give students a range of both practical and theoretical skills that can be utilised in industry. The range of modules gives good coverage to a wide range of topics, allowing students to explore the areas of Motorsport that they wish to specialise in. The Project and Work placement modules give them the chance to further look into potential career paths and challenge themselves both in a working environment and with a self-study project module.

2.2 Aim/s of the programme

The Foundation Degree in Motorsport Engineering is designed to meet the following aims:

- to provide a professional foundation for a range of technical and management careers in Motorsport Engineering;
- to provide a broad range of studies directly relevant to a wide range of Motorsport related careers;
- to enable students to make an immediate contribution in their current employment through skills learnt and in particular via a work related project;
- to provide flexibility, knowledge, skills and motivation as a basis for career development and as a basis for progression to graduate and postgraduate studies;
- to develop students' ability in Motorsport Engineering through effective use and combination of the knowledge and skills gained in different parts of the programme and in the workplace;
- to develop a range of skills and techniques, personal qualities and attitudes essential for reflective learning and practice leading to successful performance in working life through the integrated assessment of Professional/Transferable Skills;
- to provide individuals with the skills necessary to progress their career in Motorsport Engineering;
- to provide pathways onto full Motorsport Engineering Degrees at Bridgwater College, Oxford Brookes or other Universities. For Bridgwater, this is a direct one year top up, being a BSc (Hons)

Motorsport Technology. At Brookes, this can mean joining the third year of a BSc (Hons) degree or the second year of a BEng (Hons) programme. Both these routes can then lead into a Masters programme.

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes informed by the subject benchmark statements for Engineering in the form of UKSPEC 3rd Edition 2013 ([http://www.engc.org.uk/engcdocuments/internet/Website/UK-SPEC%20third%20edition%20\(1\).pdf](http://www.engc.org.uk/engcdocuments/internet/Website/UK-SPEC%20third%20edition%20(1).pdf)):

3.1 *Academic literacy*

- 3.1.1 Understand and use the scientific principles which underpin the design and operation of mechanical systems.
- 3.1.2 Understand the day to day running of a professional team in both management and technical areas.
- 3.1.3 Have a good understanding of modern systems within a vehicle and advanced technology integration and development.
- 3.1.4 Apply appropriate mathematical principles to problems in Motorsport Engineering.
- 3.1.5 Design and implement management structures within an organisation.

3.2 *Research literacy*

- 3.2.1 Design, manufacture and test components to develop and enhance a vehicle system.
- 3.2.2 Be able to maintain and manage a major piece of research work linked to industry
- 3.2.3 Research, organise, summarise and synthesise material.
- 3.2.4 Critically evaluate and provide solutions of tasks set within the work environment.
- 3.2.5 Able to be a critical consumer of research

3.3 *Critical self-awareness and personal literacy*

- 3.3.1 Integrate and become a valuable asset to a race team.
- 3.3.2 Produce a Personal Development Plan to identify skill deficiencies and be able to produce reports to enable deficiencies to be remedied.
- 3.3.3 Be able to critically review and reflect on his or her experience and effectiveness in working in teams and have an understanding of team working.
- 3.3.4 Set goals, manage time and tasks, and review personal performance to ensure that work is completed satisfactorily and on time.
- 3.3.5 Work productively and effectively with others.
- 3.3.6 Listen and actively participate in discussions of relevant technologies and principles.

3.4 *Digital and information literacy*

- 3.4.1 Effectively use IT resources, including the internet and library databases, to search for and retrieve information.
- 3.4.2 Identify, evaluate and use automotive software.
- 3.4.3 Be able to critically evaluate the validity and implications of information relevant to the programme of study and work.
- 3.4.4 Use appropriate technology to present ideas for oral and poster presentations, essays and reports.

3.5 *Active citizenship*

- 3.5.1 Understand the international dimension of motorsport engineering and working in international teams.

- 3.5.2 Design and manufacture of components or the development of best industry practice in a global market.
- 3.5.3 With guidance, in relation to the field of Motorsport Engineering and within specified parameters, identify and explain issues related to ethics, health and safety, design, engineering science & applications, analytical & mathematical techniques, environmental considerations & sustainability, systems, management and economic factors.
- 3.5.4 In relation to Engineering, with clear guidance & support, work effectively within the boundaries imposed by ethical and legal issues (including standards & codes) and demonstrate respect for the ethical and legal boundaries of other disciplines.

SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

4.1 Programme structure and requirements:

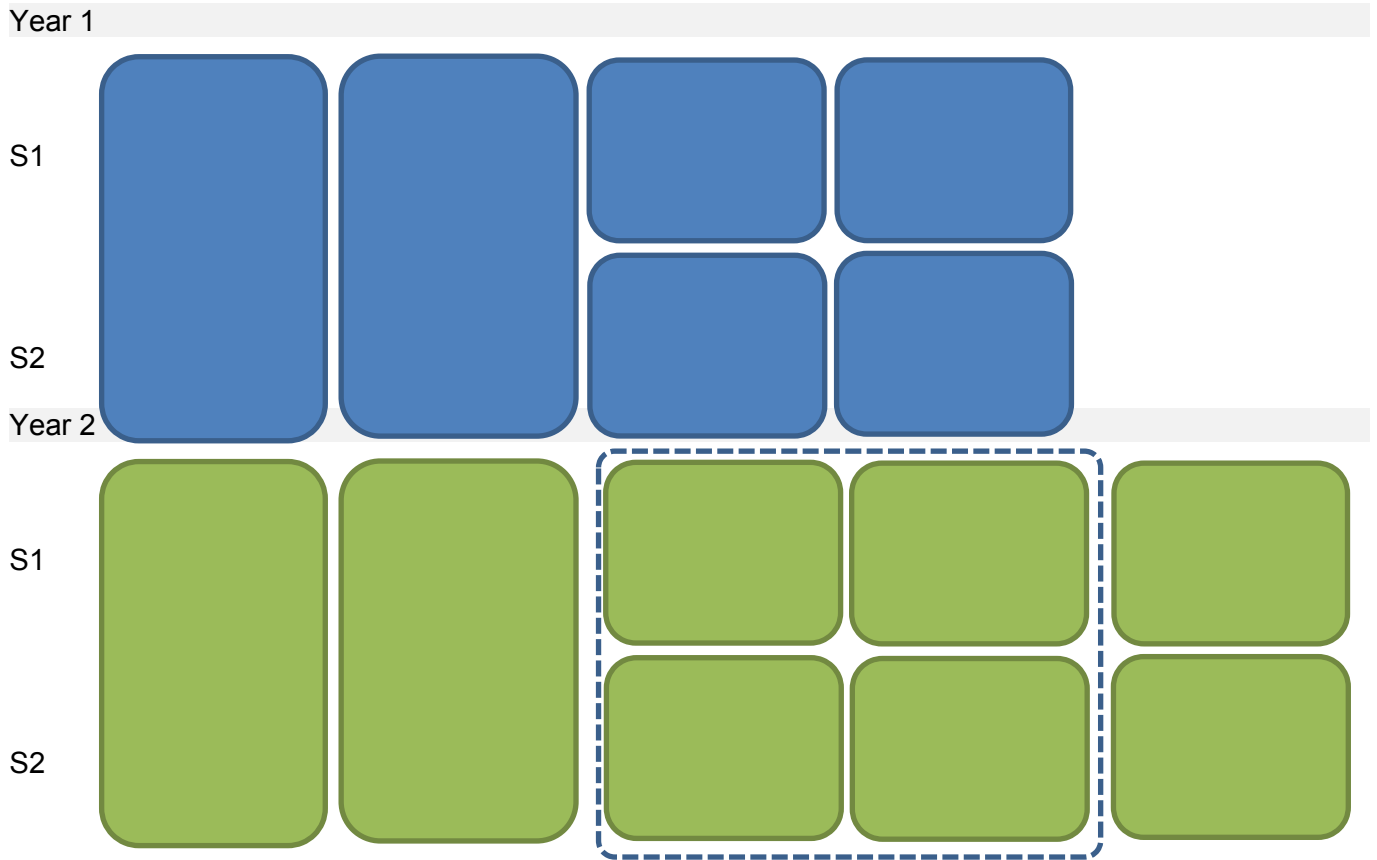
Module Code	Module Title	Credits	Level	Status	Semester of delivery	Pre-requisites
BWM401	Work Based Module	30	4	Core	1&2	N/A
BWM402	CAD CAM and Data Acquisition & Analysis	30	4	Compulsory	1&2	N/A
BWM403	Mathematics I	15	4	Core	1	N/A
BWM404	Engineering Science	15	4	Compulsory	2	N/A
BWM405	Composites and Materials Technology	15	4	Compulsory	1	N/A
BWM406	Engine Technology	15	4	Core	2	N/A
BWM501	Work Based Project	30	5	Compulsory	1&2	BWM401 BWM406
BWM502	Vehicle Dynamics & Performance Engineering	30	5	Compulsory	1&2	BWM402 BWM406
BWM503	Computer Aided Engineering	15	5	Compulsory	1	BWM402 BWM405
BWM504	Vehicle Electronics and Microprocessors	15	5	Compulsory	2	N/A
BWM505	Mathematics II	15	5	Optional*	1	BWM403
BWM506	Motorsport Fluid Dynamics	15	5	Optional*	2	BWM402 BWM403 BWM404
BWM507	Manufacturing I	15	5	Optional	1	BWM401 BWM405
BWM508	Manufacturing II	15	5	Optional	2	BWM507

*Mathematics II and Motorsport Fluid Dynamics are compulsory for students who wish to progress to Level 6 of the BSc (Hons) Mechanical Engineering degree.

Note that the run of optional modules is dependent on student numbers.

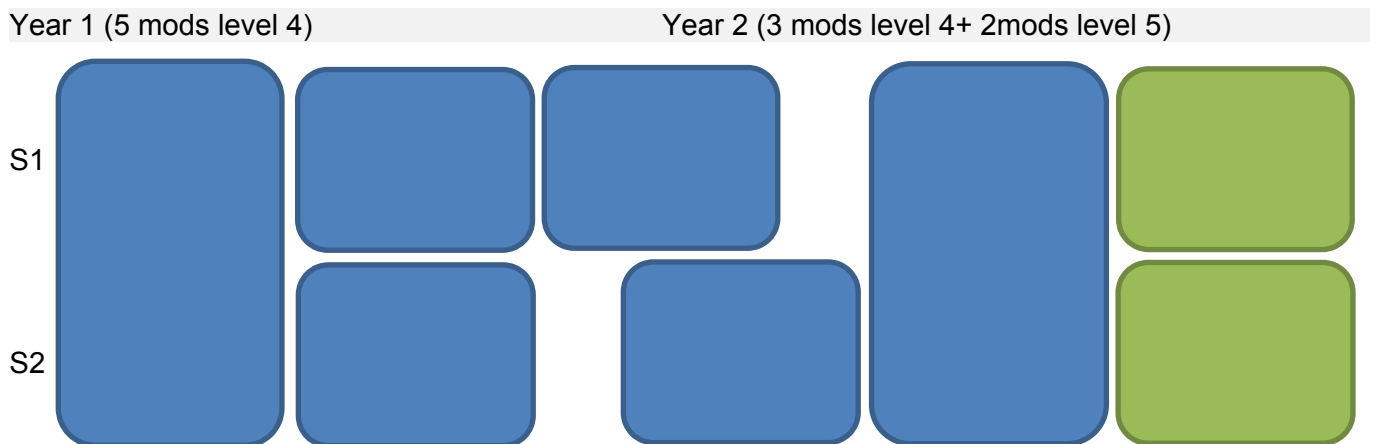
4.1.1 Full time programme structure:

The structure of the full-time course is shown by the subject diagram (the dashed line means the students take 2 out of the 4 modules):

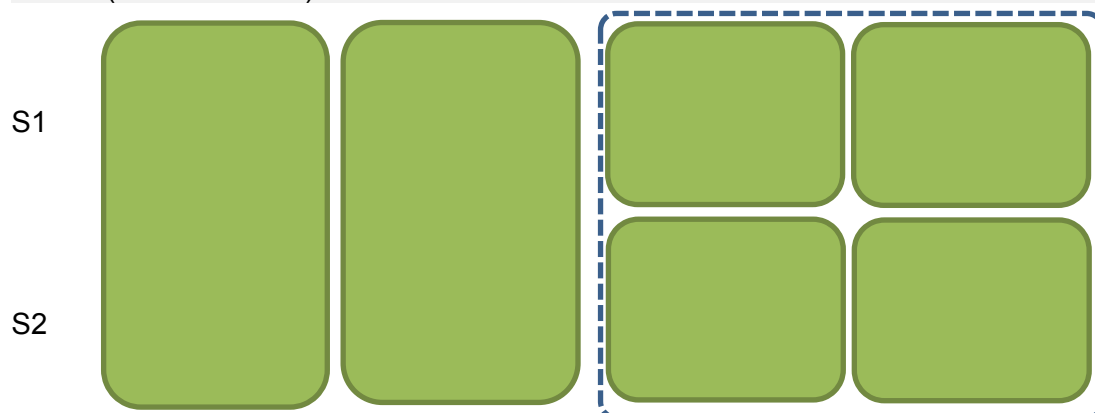


4.1.2 Part-time 3 years programme structure:

The structure for the 3 years part-time course is shown by the following diagram (the dashed line means the students take 2 out of the 4 modules):



Year 3 (6 mods level 5)



Progression Rules:

To progress from Level 4 to Level 5 a student must have achieved at least 90 credits at Level 4 including the core modules. If a student does not achieve 90 credits at Level 4 or one of the core modules he/she will continue with a revised programme of studies which can include Level 5 modules for which the pre-requisites have been passed.

4.2 Professional requirements

Any combination of the optional modules grants the students an accredited FdEng degree.

SECTION 5: PROGRAMME DELIVERY

5.1 Teaching, Learning and Assessment

The programme has been designed to meet the University's aims of widening participation, both in mode of delivery and recruitment. The programme is targeted at a group under-represented in Higher Education and aims to develop their academic achievement through practical coursework assignments, case studies, time-constrained assignments and work-based learning. The rationale for and pattern of assessment are based on the aims, learning outcomes and rationale of the course and align with the Oxford Brookes Assessment Compact. The key criteria governing assessment will be validity, reliability and fitness for purpose.

Each single undergraduate module is 150 hours of effort. Modules presently include 30 to 50 hours contact time and are delivered using a mixture of lectures, tutorial/seminar sessions and laboratories. In addition a student can expect to undertake approximately an additional 100 hours of independent work per single 15-credit module. The exception is the double weight project and work based learning modules which carry significantly more self study. In any given week a student's contact time may be as high as twenty hours or as low as ten hours depending on scheduling of laboratory and workshop timetables. The use and distribution of laboratory work varies significantly between modules and module levels on the programme and is allocated as appropriate by the subject specialist in each area.

Teaching and Learning Methods

Teaching methods vary from module to module. Usually they include lectures, laboratory-based practical activities and software simulations, problem-solving classes and tutorial support, often supplemented by handouts and booklets produced by staff.

Learners will experience a range of learning environments: workplace, college and private study. During attendance at college, lectures and practical sessions are backed up with detailed notes & other

resources (VLE) in addition to module handbooks (which are found in the programme handbooks) etc. The learning materials given to learners provide a structured approach and so allow learning away from the college. In addition, a strong emphasis is given to electronic resources which provide support both on- and off-campus at any time through, for example, the virtual learning environment with access to reading materials, websites, quizzes, assignment briefs, course notes, etc. to help to engage and encourage students with their learning, and to ensure that work-based learners can access materials when they are not able to attend classes. Furthermore, students have free access to relevant software such as SolidWorks, AIM Racing Technologies and Yenka. Concepts, principles and theories are generally explored in formal lectures, practised in associated tutorials, lab sessions and practicals and employment. For example, many modules provide tutorials to work through set problem sheets (requiring prior preparation) and thus offer the chance to further explore issues. Thus, lectures, tutorials & development sessions are used, amongst other elements, to present an outline of the principal areas of learning as well as help structure the learner's development, i.e. promote learner-centred practice (LCP). Depending on the particular module, further opportunities are provided in smaller groups to consider the latest thinking, inter-relationships, areas of difficulty and depth of the knowledge and understanding of the relevant topics.

Teaching and learning methods used throughout the programme will acknowledge and encourage a range of learning styles, including development of academic, research, personal, digital literacy as well as active citizenship through assignment work. The programme aims to balance the provision of information with opportunities for learners to assimilate, apply and critically reflect. Teaching and learning strategies will also give learners the opportunity to acquire practical experience in activities related to their employment, especially through two work-based modules and a work-based project and to encourage learners to reflect critically on new knowledge and understanding and on their own learning experience.

Tutorials are fundamental to ensuring that learner's progress on the course is regularly monitored and evaluated. Formative assessment will be undertaken by tutors and will provide formative feedback, which is intended to improve performance and resolve issues that may be affecting the learner's progress. Tutorials' outcomes are recorded in the learner's personal development plan as part of the academic advising system. This results in an action plan addressing any issues that require future action for each student.

The graduate attributes are developed through a series of theoretical and practical problems or professional briefs that need to be completed or solved; this could be through practical application of theories, the implementation of existing processes or by devising new solutions to practical problems. Lectures are particularly used to furnish the foundations and framework that will enable the students to attain the knowledge and understanding outcomes for the module, also where appropriate some of the professional and transferable skills. Workshops and problem-solving sessions reinforce student acquisition of the knowledge and learning outcomes of the module. They also prepare the students for assessed work and reinforce students' ability to solve problems. Practical assignments and workplace practice further reinforce the process of acquisition of knowledge and understanding, but are also pivotal for the development of the majority of the graduate attributes. Group design exercises prepare the students for teamwork, development of interpersonal skills, working to deadlines, independent thinking and the ability to organise themselves. Tutorials are used to give formative and summative feedback on assessed work, in alignment with Brookes Assessment Compact, to support student understanding of the learning outcomes of the module and to help students to improve their future work.

Work-Based Learning (WBL) modules also aim to promote learning at work, but more importantly learning through the medium of work. These modules also involve elements of developing team-working, formatively, and other interpersonal skills since interaction within the workplace and the employer will be a strong element. The relevant modules aim to develop the higher level skills of analysis, evaluation and synthesis as well as develop as a "reflective practitioner". In undertaking, WBL,

learners will be provided with a named contact (supervisor) for individual guidance & support within the workplace.

Assessment

Assessment is conducted through a balance of examination and coursework, varying from module to module: for example 100% coursework in the Computer Aided Engineering module, 70% examination, 30% coursework in Mathematics. The examinations assess the understanding and consolidation of the course material. Within the FD ethos, coursework is an important element of assessment as it provides an opportunity for authenticity and the development of professional practice and a strong mechanism to provide valued feedback to learners. In general most modules offer a mixture of modes of assessment. Other than modules focussing upon work-based learning, most modules are assessed by a mixture of unseen written examination and/or assignments and so a large variety of assessment modes are used, depending upon the topic and the indicative syllabus such as:

- oral presentations;
- short design studies;
- problem sheets;
- open book class tests;
- write-ups of laboratory experiments;
- technical reports;
- design tasks;
- computer based exercises.

Many of the assignments will be based on modern industry practice such as using real data from the work place or using industry-standard software or the use of materials properties databases. Details and arrangements of the coursework are provided in the module descriptors and also confirmed to students at the beginning of the course and module with the assessment calendar. A key aspect of course work is to develop and assess the 'practitioner' skills (mainly practical and transferable) in their application to the workplace.

Whilst most modules are heavily directed in terms of content, work-based modules provide a structure that emphasises independent learning by the student focussing upon the workplace. Students are provided direct support by the module team and are offered the opportunity to discuss their work on an individual level. Assessment is primarily by the creation of a 'portfolio' of evidence / work or by project report in the last module (see below). Reflective approach to learning will form part of the assessment process for portfolios, e.g. promoting formative self-assessment of coursework alongside assessment criteria. The independent WBL project is aimed at providing a solution to a problem in the workplace. Assessment includes testing the skills involved in the planning as well as the dissemination of the results by oral presentation.

Examinations are commonly two hours in length where specified and held at the end of each module and are used mainly to assess knowledge and understanding of specific subjects. The examinations are generally orientated to testing the application of knowledge (analysis) and practical understanding (problem solving) in terms of interpretation of theoretical calculations / problems as well as empirical results.

5.2 Assessment regulations

The programme conforms to the University Regulations which can be found at:

<http://www.brookes.ac.uk/regulations/current/specific/b1/b1-6/>

In addition, if a module has more than one element of assessment (exam/ coursework), to obtain a Pass, a minimum of 30% must be obtained in each element of the assessment and result in an overall module mark of no less than 40%.

SECTION 6: ADMISSIONS

6.1 Entry criteria

Typically entrants will possess

- a minimum of one pass at A-level or 6-unit Vocational A-level (in Maths, Physics or a closely related subject), plus a minimum of three passes at GCSE (grades A-C) including Mathematics at grade B or equivalent and English language.

OR

- a National Certificate or Diploma or other full equivalent Level 3 qualification, in a discipline related to Engineering, including merits in the applied units, plus a minimum of three passes at GCSE (grades A-C) including Mathematics at grade B or equivalent and English language.

Students with a minimum of two years of relevant work experience and a current role in an appropriate workplace setting that have a line manager's letter of support and recommendation are encouraged to apply.

Work-based learning is an integral part of the Foundation Degree programme. Thus, a key characteristic of a Foundation Degree is close co-operation with relevant employers. Entrants to the programme will be expected to have the support of their employer and will need to demonstrate the employer will provide the opportunity for work-based learning, e.g. a letter of employer support with the application form. For full-time students, arrangements will be made to identify appropriate work placement in advance of admission. It follows that in order to undertake the assessment on the programme, a student must have access to an appropriate work environment (voluntary or paid; full-time, part-time or work placement). If during the course of the programme a student loses their work or access to the work-place then alternative arrangements, if feasible, must be made as soon as possible. Whilst the college will facilitate as far as possible, fundamentally, it remains the learner's responsibility to secure such access in order to complete the assessment on the programme.

Applicants are normally interviewed and may be required to undertake numeracy and literacy tests as part of the assessment by the College, especially where experiential learning is used to support admission, to ensure that they possess the appropriate attributes to succeed on the programme and to check on the suitability of the work environment to which applicants have access.

Full-time students apply through UCAS, while part-time students may apply direct to the College for admission to the Foundation Degree.

Admission with Credit

Applicants with prior certificated or experiential learning may be admitted with credit for up to a maximum of 120 credits at Level 4 and 30 credits at Level 5. Applications for the award of credit must be made in writing following discussion with the College programme lead and the University's Liaison Manager. Documentary evidence will be required in support of the application.

English Language Requirements

Applicants whose first language is not English must also demonstrate that their level of English is acceptable, by achieving a score in a recognised test such as British Council IELTS (normally minimum Level 6.0 overall with a minimum of 6.0 in reading and writing, 5.5 in listening and speaking).

The University's English language requirements can be found at <http://www.brookes.ac.uk/international/how-to-apply/undergraduate/undergraduate-entry-requirements/>

6.2 CRB checks

CRB checks are not applicable to this programme.

SECTION 7: STUDENT SUPPORT AND GUIDANCE

During induction week (week 0) students are provided with sessions that introduce the philosophy of the programme, the rationale for its design and delivery, and provide insight into what is expected of students. In addition, students are issued with handbooks and other relevant documentation explaining the how the course is structured and what will be expected of them during their studies with both Bridgwater College and Oxford Brookes University. The Programme Manager and Personal Tutors are available for consultation during this first week on the course.

A number of people are available to support, guide and assist personal development during the programme. The Programme Leader and the Personal Tutor work as a team to ensure the programme runs smoothly. The Module Leaders and Module Tutors provide academic tutoring and answer subject specific queries during modules. The LRC support assistant provides structured sessions in Semester One to assist in the transition phase from FE to HE.

Bridgwater LRC has a study advice service for anyone who wants advice on:

- Study skills – Workshop on planning and writing essays, assignments and dissertations
- Finding information, literature searching – Guidance on whereabouts of subject specific literature
- Referencing – Workshop sessions and hand-outs to aid students ability to use the Harvard referencing system.
- E-resources – Demonstrations and guidance of how to maximise the use of online resources available.
- Plagiarism – Advice on how to ensure your work doesn't not infringe on the course regulations.

General support is available from Student Support, email studentsupport@bridgwater.ac.uk

As enrolled students of Oxford Brookes, students have access to all University's support and disability services, including the Students' Union and Careers and Employment Centre.

Programme and Module Handbooks are provided for both the programme and for each module. The module handbook provides:

- Contact details of the Module Leader and Tutors
- Specific content and module learning outcomes
- Week by week topics and activities
- Details of required class preparation
- Recommended and required reading
- Coursework assessment including the task, how it relates to learning outcomes, the assessment criteria and deadlines.
- How the module relates to employability and the professional context.

In addition, throughout the programme, module handbooks and online resources are available through the virtual learning environment; these resources provide a great deal of guidance for students. In addition students can get help and guidance from their Programme Manager and their Personal Tutor. They are also able to obtain module-specific advice from the Module Leaders and any of the staff teaching on the relevant module.

SECTION 8: GRADUATE EMPLOYABILITY

From a Foundation Degree level, students have gone on to further higher education to top up to BSc(Hons) or BEng (Hons) degree, both have the option of further study beyond this level. i.e. Masters.

NOTE: You must complete modules BWM505 and BWM506 in order to progress beyond the FdEng programme. If you do not complete these modules you may be required to complete up to two extra modules in the BSc or BEng programmes.

Others have gone on to be technicians, engineers and designers in disciplines of Aerospace, Automotive, Motorsport and Marine Engineering.

The College and University provide advice and careers guidance. For Oxford Brookes careers website follow <http://www.brookescareerscentre.co.uk>. For the Bridgwater College careers website follow <http://www.bridgwater.ac.uk/college-information.php?category=107>. The Programme team will also be able to provide support and guidance around careers interests to learners throughout their programme.

SECTION 9: LINKS WITH EMPLOYERS

The College has developed close links with many motorsport employers through work experience placements. Throughout the year the section may have visiting speakers that are linked to modules being studied at the time.

Links with employers come in a variety of disciplines but include:

- Penny and Giles (Sensors)
- Arc Angels (Composites)
- Faro UK (Measuring Equipment)
- Mark Bailey Racing (F3 Team and transmission specialist)
- In2Racing (Porsche sports car race team)
- Trips include Williams F1, EIS show, Autosport show and Xtrac Engineering

SECTION 10: QUALITY MANAGEMENT

The programme adheres to the nationally accepted benchmark statements for Engineering.

Other indicators of quality are:

- Annual evaluations of the programme by the External Examiner;
- Feedback from students in the annual evaluations and at the end of each module;
- Employment success rate of current and past graduates in engineering;
- Feedback obtained from the companies who employ our students;

The programme also conforms to the structure and regulations of the University's Undergraduate Framework. The course is subject to Annual Review and University quality assurance procedures.

Bridgwater College's QAA Integrated Quality and Enhancement Review (IQER) report published in July 2014 stated that:

"The QAA review team formed the following judgements about the higher education provision at Bridgwater College.

- *The maintenance of the threshold academic standards of awards offered on behalf of its degree-awarding bodies and awarding organisation meets UK expectations.*
- *The quality of student learning opportunities at Bridgwater College meets UK expectations.*
- *The quality of the information produced about its provision meets UK expectations.*
- *The enhancement of student learning opportunities meets UK expectations.*

The QAA review team identified the following features of good practice at Bridgwater College.

- *The integrated approach to transition from entry to higher education, through to further study and employment (Expectation B4).*
- *The embedding of employability into the curriculum (Expectation B4).*
- *The extensive engagement with employers, including work-based learning (Expectations B4, B10).*
- *The clear and comprehensive information available to prospective students on employment opportunities relevant to their programmes (Expectations C, B4)."*

The programmes at Brookes' Department of Mechanical Engineering and Mathematical Sciences also benefit from rigorous quality assurance procedures and regularly receive excellent feedback from external examiners, employers, students and professional bodies. Other FD programmes have also recently been subject to a rigorous accreditation visit by the IET and IMechE. Examples of how quality assurance of the programme is addressed include:

- Programme Committee meetings, held once a semester, to enable staff and students to feedback on the programme.
- A rigorous annual and periodic review process to ensure the currency of the programme.
- An external examining process that follows the University guidelines - <http://www.brookes.ac.uk/asa/apqu/handbook/introduction.html>
- Systematic end of module and end of programme monitoring and evaluation.

Other indicators of quality include:

- Academic staff who are Chartered Engineers / Chartered Physicists / Chartered Scientists.
- Academic staff who are fellows of senior fellows of the HEA
- Strong performance in the last Research Excellence Framework.
- Feedback from Industrial Advisory Board drawn from senior industrialists.
- Strong performance in the National Student Survey & Graduate Employability surveys
- The programme adheres to the nationally accepted benchmark statements for Engineering.