

## **PROGRAMME SPECIFICATION**

for the award of

**BEng Mechanical Engineering**

**Managed by the Faculty of Technology, Design & Environment**

**delivered by School of School of Engineering, Computing and Mathematics**

<b>Date approved:</b>	September 1996
<b>Applies to students commencing study in:</b>	September 2022

### **RECORD OF UPDATES**

<b>Date amended*</b>	<b>Nature of amendment**</b>	<b>Reason for amendment**</b>
December 2021	Updated to reflect minor module changes, Update module number recoding	Keeping the programme specification up to date. Double coding new numbers for existing modules.
November 2020	L5 and L6 Independent Study modules Removed	Optional Modules create issues with students adding them incorrectly to their programme and they are seldom used.
March 2020	Added L6 Independent Study Module	
March 2020	ENGR5005 Coursework:exam ratio updated to 30:70	
February 2018	Rationalisation of alternative compulsory options	Streamlining the programme to be entirely compulsory simplifies the offering and prevents students being in untenable situations in final year as well as matching the offering to the resources available within the department. There is no loss or detriment to the programme LO's and there is greater clarity of the distinctiveness for each Engineering programme.

## SECTION 1: GENERAL INFORMATION

<b>Awarding body:</b>	Oxford Brookes University
<b>Teaching institution and location:</b>	Oxford Brookes University Wheatley Campus, Wheatley, Oxon OX33 1HX
<b>Language of study:</b>	English
<b>Final award:</b>	BEng (Honours)/BEng (Hons) sandwich
<b>Programme title:</b>	Mechanical Engineering
<b>Interim exit awards and award titles available:</b>	Under specified conditions a BEng sandwich or full time may be awarded, as may a named DipHE in Mechanical Engineering or Engineering, or a CertHE
<b>Brookes course code:</b>	BENGH-MH/MH
<b>UCAS code:</b>	H300
<b>JACS code:</b>	H300
<b>HECoS code:</b>	100190 mechanical engineering
<b>Mode of delivery:</b> (Mode of Study given in brackets)	Face to face/on-campus (full-time) Face to face/on-campus (part-time) *Sandwich mode (full-time) *Sandwich mode (part-time) Placement cannot be taken until the student has completed second year i.e. passed eight level 5 compulsory or acceptable modules.
<b>Duration of study:</b>	Full-time degree courses are normally completed within 3 years of study (4 years for sandwich mode). The maximum duration of study is 8 years and includes any periods of approved and/or unapproved withdrawal.
<b>QAA subject benchmark statement/s which apply to the programme:</b>	Engineering 2010
<b>Professional accreditation attached to the programme:</b>	Institution of Mechanical Engineers (IMechE) <a href="http://www.imeche.org">www.imeche.org</a>  The Institution of Engineering and Technology (IET) <a href="http://www.theiet.org">http://www.theiet.org</a> <a href="http://www.engc.org.uk/">http://www.engc.org.uk/</a>
<b>University Regulations:</b>	The programme conforms to the University Regulations for the year of entry as published/archived at: <a href="http://www.brookes.ac.uk/regulations/">http://www.brookes.ac.uk/regulations/</a> Specific regulations for all modules on these programmes which have both examination and coursework components have the programme specific requirement that the student score a minimum of 30% in each component of assessment otherwise a technical fail score of 39% will be used to indicate that the student failed to pass all the learning outcomes of the module.

## **SECTION 2: WHY STUDY THIS PROGRAMME?**

This programme is designed to develop the academic, vocational and creative skills of students and prepare them for roles as Incorporated Mechanical Engineers, with the option to complete further approved study and training leading to Chartered Engineer status. Students will develop skills that will prepare them for engineering roles where they will be applying, adapting and researching current technologies and processes.

Staff profiles for members of the core teaching team can be found here:

[www.brookes.ac.uk/ecm/about/staff/](http://www.brookes.ac.uk/ecm/about/staff/)

### **2.1 RATIONALE FOR/DISTINCTIVENESS OF THE PROGRAMME**

A characteristic feature of this programme is the broad, integrated course of study in the discipline of Mechanical Engineering that will allow students to deepen their knowledge in subject-specific areas, and to take part in multi-disciplinary project-based work. The programme is supported by cutting edge facilities which include a four post rig, damper dynamometer, engine test cell facilities with high speed data acquisition and emissions analysis equipment and industry standard simulation software. The programmes benefit from close links with internationally recognised research groups within the Department, and research is integrated within the delivery of modules ensuring that research skills are fostered within students, and teaching is informed by current research. Students are actively encouraged to undertake the sandwich year award in which they spend a year working in an industrial environment. Working closely with the industrial sector and the relevant professional bodies ensure that the programmes are informed by the needs of industry. A distinguishing feature of the course is its broad subject base in years one and two with specialist areas of study to provide depth and niche skills in the final year.

The first three years of the MEng and BEng Mechanical Engineering programmes are common, allowing transfer from one course to the other depending on suitable academic progress. The distinction between the two programmes is in the subject-specific modules which students select in their final MEng year, tailoring the course to their individual interests. A common thread of fundamental modules in year one also allows for transfer between the Mechanical, Automotive and Motorsport degree programmes, giving excellent flexibility in final career choice.

### **2.2 AIM/S OF THE PROGRAMME**

The principal aim of this programme is to provide an education in Mechanical Engineering producing graduates who have the necessary range of skills and depth of understanding to successfully pursue careers as professional Incorporated Engineers. The programme adheres to National Benchmark statements and quality indicators for Incorporated Engineer and leading to Chartered Engineer as described in UK-SPEC and adopted by the QAA and the Engineering Council.

## **SECTION 3: PROGRAMME LEARNING OUTCOMES**

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

### **3.1 ACADEMIC LITERACY**

- 3.1.1 Use and apply core mathematical and analytical techniques to facilitate problem formulation and solution of engineering problems.
- 3.1.2 Participate creatively in the engineering design process of complex problems at conceptual and detail design stages.
- 3.1.3 Apply good engineering practice to the critical comparison and selection of manufacturing processes and materials for the production of engineering components.
- 3.1.4 Apply knowledge in order to analyse data and solve problems in a logical, practical and concise manner.
- 3.1.5 Apply scientific and engineering principles to the solution of practical problems in engineering systems and processes; with an emphasis on the relevance of theory and analysis, including the ability to develop and use models from which the behaviour of the physical world can be predicted.

### **3.2 RESEARCH LITERACY**

- 3.2.1 Learn independently and apply that skill in order to extend the subject knowledge base or apply acquired knowledge to novel situations in an engineering environment.
- 3.2.2 Critically evaluate research and assess the quality and applicability of published research to particular contexts.

### **3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY**

- 3.3.1 Demonstrate interpersonal communication and team working skills as well as other enterprise skills.
- 3.3.2 Have and use organisational skills both at a personal level and in the areas of project and team management in parallel with interpersonal skills relating to the management of human resources.
- 3.3.3 Demonstrate self-management skills both at a personal level and in the area of project management.

### **3.4 DIGITAL AND INFORMATION LITERACY**

- 3.4.1 Use and manage information technology and modern computing techniques to solve complex engineering problems.
- 3.4.2 Demonstrate a confident familiarity with a broad range of information technology skills in order to communicate effectively using graphical techniques, reports and presentations within a commercial and technical environment.

### **3.5 ACTIVE CITIZENSHIP**

- 3.5.1 Demonstrate the use of critical factors in the international engineering business environment such as marketing skills, financial awareness, management and investment appraisal.
- 3.5.2 Demonstrate knowledge and understanding of the social, legal and environmental aspects and responsibilities of the engineer in society.

## SECTION 4: CURRICULUM CONTENT & STRUCTURE

### 4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

#### YEAR 1: ALL COMPULSORY MODULES

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
ENGR4001	Mathematics and Modelling I	30	4	Compulsory	30:70
ENGR4002	Introduction to Thermo Fluids	15	4	Compulsory	30:70
ENGR4003	Design and Practice I	30	4	Compulsory	70:30
ENGR4035	Basic Electrical Engineering	15	4	Compulsory	100:0
ENGR4008	Introduction to Materials and Stress Analysis	15	4	Compulsory	100:0
ENGR4009	Introduction to Statics and Dynamics	15	4	Compulsory	30:70

#### YEAR 2: ALL COMPULSORY MODULES

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
ENGR500 1	Thermo-fluids	15	5	Compulsory	30:70
ENGR500 2	Design and Practice II	30	5	Compulsory	100:0
ENGR500 3	Materials Engineering	15	5	Compulsory	30:70
ENGR505 4	Engineering Dynamics	15	5	Compulsory	50:50
ENGR505 5	Stress Analysis	15	5	Compulsory	50:50
ENGR500 5	Engineering Mathematics and Modelling II	15	5	Compulsory	30:70
TECHM50 01/ENGR 5051	Control Technology	15	5	Compulsory	50:50
ENGR505 2	Electronic Systems	15	5	Acceptable	100:0

#### OPTIONAL SANDWICH YEAR

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
TECHM50 03/ENGR 5053	Professional Placement	0	5	Compulsory for Sandwich degrees	100:0

#### YEAR 3: ALL COMPULSORY MODULES

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
ENGR601 3	Engineering Project	30	6	Compulsory	100:0
ENGR600 1	Management, Ethics, Energy and Sustainability	30	6	Compulsory	50:50
ENGR600 2	Advanced CAD/CAM	15	6	Compulsory	100:0
ENGR600 3	Advanced Dynamics and NVH	15	6	Compulsory	30:70
ENGR600 5	Design of Machines	15	6	Compulsory	50:50

ENGR600 6	Advanced Stress Analysis	15	6	Compulsory	30:70
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#### 4.2 PROGRESSION AND AWARD REQUIREMENTS

Indicate any specific requirements for progression and awards in respect of the modules that must be passed, including any requirements that must be met to qualify for interim exit awards:

To qualify for a named Dip HE in Mechanical Engineering a student must pass:

Five from the following seven modules:

- ENGR5001: Thermo-Fluids
- ENGR5002: Design and Practice II (double)
- ENGR5003: Materials Engineering
- ENGR5054: Engineering Dynamics
- ENGR5055: Stress Analysis
- TECHM5001/ENGR5051: Control Technology

To qualify for a BEng in Mechanical Engineering (without honours) a student must meet the requirements for a named Dip HE in Mechanical Engineering and in addition must pass:

Three from the following six modules:

- ENGR6001: Management, Ethics, Energy and Sustainability (double)
- ENGR6002: Advanced CAD/CAM
- ENGR6003: Advanced Dynamics and NVH
- ENGR6005: Design of Machines
- ENGR6006: Advanced Stress Analysis

A BEng (without Honours) is a non-classified degree.

To meet the requirements for a sandwich award a student must pass:

TECHM5003/ENGR5053: Professional Placement (for Sandwich mode students only)

The pass mark for all modules is 40% and where a module assessment includes both examination and coursework it is a minimum requirement that a student score not less than 30% in both the exam and the aggregated coursework otherwise a technical fail of 39% will be awarded.

#### 4.3 PROFESSIONAL REQUIREMENTS

This BEng Honours award carries the highest level of professional recognition available to a degree award of its type granted by the Engineering Council. It is accredited to provide the academic standard for "Incorporated Engineer leading to Chartered Engineer".

Completion of the BEng Honours award as required by the University regulations includes accreditation by both the Institution of Mechanical Engineers (IMechE) and the Institution of Engineering Technology (IET) on behalf of the Engineering Council (EC). This accreditation gives complete exemption from any further academic requirements or examination in relation to Engineering Council Exams Part 1 and with a period of approved further study and training, e.g. an accredited MSc, provides exemption from EC exams Part 2.

## **SECTION 5: TEACHING AND ASSESSMENT**

### **CONTEXT**

A fundamental philosophy guiding the design of the course is that teaching and learning takes place among a community of students and lecturers together seeking to pass on the principles, skills and knowledge associated with the profession of engineering. In this vein every effort is made to integrate subject material and show its use, effect and application across the course, following the University's Assessment Compact.

### **CONTACT TIME AND STUDENT EFFORT**

Each undergraduate single module requires 150 hours of effort. Each module presently involves 36 hours contact time, consisting of a mixture of lectures, tutorials, seminars, laboratories etc. (A few modules have more contact than this where the nature of the topic demands it). The remaining 114 hours of effort consists of independent work undertaken by the student with guidance from the module leader. This work may include guided reading, preparation for lectures and practical sessions, reading scientific papers, writing up laboratory reports, learning particular topics and self-testing of understanding prior to assessment. In any given week a student's typical contact time will be 19 hours though this varies throughout the programme and can be as high as 22 hours or as low as 14 hours. Students' learning patterns will vary greatly and the hours presented are very much a guide, with different students finding some modules easier than others and the hours employed therefore varying.

The strategy for assessment of the learning outcomes is described in each module syllabus where the balance between analytic, design and creative skills, as well as personal development and professional skills is outlined. The student handbook contains an assessment schedule for the whole programme making it clear to students and staff the hand-in dates across the whole course.

Student engagement with lecturing staff to inform improvements to the course is achieved through such mechanisms as focus group meetings with the programme team, student forums, and end of module evaluation, as well as informal meetings between staff and students during teaching sessions. The assessment strategy is guided by the Brookes Assessment Compact, details of which may be found at: <http://www.brookes.ac.uk/aske/documents/BrookesAssessmentCompact09.pdf>

Module leaders choose the division between examination and coursework that suits the topic and the module learning outcomes. All assessment is designed to be aligned with module learning outcomes and the combination of learning outcomes and individual modules combines to provide the graduate attributes for the subject.

Typically, examinations last two hours. Coursework assignments are wide-ranging and invariably challenging, making use of strategies such as:

1. Poster presentations and oral presentations – sometimes videoed
2. Reports, essays and other descriptive explanation
3. Short engineering-based design studies and feasibility studies
4. Problem sheets
5. Class tests
6. Written submissions of laboratory work and practical assessment of laboratory skills
7. Detailed reports of extended laboratory exercises (mini-projects)

The Moodle virtual learning environment is used extensively to provide a wide variety of teaching materials and assessment methods with both formative and summative feedback. The virtual learning environment also provides for widening participation by making learning resources available and peer group support and interaction available outside normal working hours.

### **COURSE DESIGN**

The approach taken to the design of the course features two distinct regions of the learning experience. The first region is the 'synthesis' region, where a series of compulsory double modules guide the students from first learning how others have solved engineering problems through to being able to synthesise solutions of their own.

The second region is the 'analysis' region. This provides learning of the analytical topics that are used as specific tools in the preparation of solutions to the broad-based engineering problems posed in the first, 'synthesis' region.

### **FIRST YEAR EXPERIENCE**

In the 'synthesis' region, students experience in their first year ENGR4001 and ENGR4003. In ENGR4003 students receive an extensive introduction to existing engineering solutions and methods. They learn how complex components can be manufactured, how complex engineering artefacts such as whole cars and gearboxes have been designed and actually disassemble and reassemble such parts. They also undertake a comprehensive series of laboratory exercises that illustrate important academic points that are being studied in the analytical raft of modules. In this way a good connection is made between classroom theory and practical reality. This important connection is further strengthened by the presence of a manufacturing project in which every student manufactures their own, working Sterling engine as part of the coursework for ENGR4003. This links to academic modules in the analysis region such as ENGR4035, where the materials and manufacturing methods used are studied; ENGR4008 where the loads generated with the engine are determined; ENGR4002 where the output of the engine is calculated and ENGR4009 where the ability of the components within the engine to resist the loads they experience are determined. In ENGR4001 students learn to prepare simple computer simulations of a range of problems, one of these being the Sterling engine. Students also learn to produce CAD renditions of the engine, to cost its manufacture and estimate the profitability that batch manufacture of the engine would generate.

In this way, during the first year, students gain a complete experience of the whole engineering process, from design using computer based modelling, through analysis using theoretical and computer-based simulation, to the estimation of the profitability of production. This learning is based around designs and examples of existing products and processes, and having completed this learning students are ready to move into the second year.

### **SECOND YEAR EXPERIENCE**

Second year students in the 'synthesis' modules, ENGR5054, ENGR5055 and ENGR5002, learn to generate creative design solutions to new problems that they have not yet encountered. ENGR5002 challenges students to prepare a design solution to a major engineering artefact such as a screw pump. In the preparation of the solution students are expected to consider not just the analytical problems but also those of manufacture, production and commercial performance. Examples of good designs prepared by students are actually made for review using rapid-prototyping machines in the department. In ENGR5004 students experience the two engineering disciplines fundamental to the 'synthesis' of the design of solid components. In the remaining four 'analysis' modules, TECHM5001/ENGR5051, ENGR5005, ENGR5003 and ENGR5001, students learn the analysis needed to support the design work they are preparing at Level 5. These provide experience of control electronics, the preparation of mathematical models using analytical techniques and suitable Engineering Software. They develop knowledge and understanding of Thermodynamics and of Materials. All four modules extend the material learned in the first year analysis modules. Students are also introduced to the subject specialism of control engineering.

### **THIRD YEAR EXPERIENCE**

In the third year the diet is again divided into 'synthesis' modules and 'analysis' modules. 'Synthesis' is experienced in the two double modules ENGR6013 and ENGR6001. In ENGR6013, the individual project, students undertake a major engineering investigation into a topic of their choice. This might involve the Formula Student car where students can be involved with the design and participation in the current year's competition, or alternatively on design investigation for the future. Students may also undertake research based projects supporting individual members of staff in their research areas. Whatever area is studied, the project is a culmination of a student's studies where they bring knowledge and understanding gained elsewhere in the degree to solve a major topic of interest to them. The second 'synthesis' module, ENGR6001, develops the areas of Project Management, Ethics, Energy, Product and Sustainability, teaching students to be able to produce solutions to problems in these areas.

The remaining four modules offer topics to the student in the 'analysis' area. These four modules are carefully selected, so that students can give themselves specialism in certain areas. The presence of



four mainstream Mechanical Engineering subjects in these groups, means that students cannot avoid studying sixty credits of core material at Level 6 which are directly related to the course title. This coupled with the thirty credits assigned to the project means that a minimum of three quarters of the Level 6 diet is subject-specific to the named award.

### ACHIEVING THE GRADUATE ATTRIBUTES

Graduate attributes are mapped to learning outcomes in groups of modules as shown in the following tables:

#### YEAR 1

	ENGR 4001	ENGR4 002	ENGR4 003	ENGR4 035	ENGR4 008	ENGR4 009
Academic Literacy	✓	✓	✓	✓	✓	✓
Research Literacy			✓			
Critical self-awareness and personal literacy	✓	✓		✓	✓	✓
Digital and Information literacy			✓		✓	
Active Citizenship	✓					

#### YEAR 2

	ENGR5 001	ENGR5 002	ENGR5 003	ENGR5 054, ENGR5 055	ENGR5 005	TECH M5001/ ENGR 5052
Academic Literacy	✓	✓	✓	✓	✓	✓
Research Literacy		✓		✓		✓
Critical self-awareness and personal literacy	✓		✓	✓	✓	
Digital and Information literacy				✓		✓
Active Citizenship		✓		✓	✓	

#### YEAR 3

	ENGR6 013	ENGR6 001	ENGR6 002	ENGR6 003	ENGR6 005	ENGR6 006
Academic Literacy	✓	✓	✓	✓	✓	✓
Research Literacy	✓	✓				
Critical self-awareness and personal literacy			✓	✓	✓	✓
Digital and Information literacy	✓	✓				
Active Citizenship	✓		✓	✓	✓	✓

### ACADEMIC LITERACY

Academic literacy starts with Mathematics, which provides the tools required to study and understand engineering principles in Statics, Dynamics, Thermodynamics and Materials throughout Year 1. These subjects are taught in modules ENGR4009, ENGR4002, ENGR4008 and ENGR4035. In the second year these subjects are further developed through ENGR5054, ENGR5055, ENGR5001, and ENGR5003. Students also learn the essential skills for modelling which involve simulation, analysis and modelling tools so that students acquire a sound grasp of the tools used by professional engineers in completing analysis of data, designs and systems. This is accomplished in ENGR4001 and extended in ENGR5005. This is especially relevant for those students going on placement.

In the third year, students further develop their academic literacy through the Engineering Project which involves significant research work and through ENGR6001, Project Management Ethics Energy Production and Sustainability which involves development of knowledge and skills appropriate for professional Engineers. The optional modules all make the same contributions in the Graduate Attribute

matrix ensuring that all students develop the required attributes regardless of the modules they chose. All optional modules contribute to Academic Literacy.

### **RESEARCH LITERACY**

Research literacy is a constant theme that appears throughout the programme, from ENGR4003 in the first year to more extended pieces of laboratory work and library research in year two in ENGR5002. The final year project, ENGR6013, plays a major role in the provision of research literacy. In this module, students apply skills and research literacies gained in earlier modules to enable them to plan an original piece of work, carry out the necessary research to familiarise themselves with current work and then build on the existing work to make new, original and novel contributions to the subject of study. Students are also expected to be critical consumers of research in module ENGR6001 and ENGR5002

Critical self-awareness and personal literacy

This Graduate Attribute is addressed in a number of modules starting with modules ENGR4003 which combines science, engineering, materials, crafting skills and report writing techniques. The analytical modules also develop this skill and so ENGR4035, ENGR4009, ENGR4002 and ENGR4008 are all relevant. This leads into second year design where group work requires this attribute in order to assess individual and group working skills as well as the ability to present as an individual or as a group. The project module ENGR6013 features critical assessment of one's own work and the work of others while preparing and planning the project.

### **DIGITAL INFORMATION LITERACY**

Graduates of the programme necessarily have very well developed computer based analytical skills because of the large amount of computer software used in the design and analysis of engineering artefacts. However, the graduate attribute 'Digital information literacy' extends beyond this to include the use of computers for more general skills such as presentations, literature reviews, preparation of design reports etc. Several modules through the programme, such as ENGR5002 and ENGR6001 all provide the opportunity to gain these digital literacy skills.

### **ACTIVE CITIZENSHIP**

This Graduate Attribute relates to how well the graduates of the programme are prepared for work in the international business context. In some considerable measure the learning outcomes for this are met through the professional accreditation of the programme. The Institution of Mechanical Engineers is recognised world-wide as providing a high quality, regulated framework that ensures new graduates are well rounded and conversant with the influences shaping the current climate for practice. Modules that address these learning outcomes particularly well include ENGR4003, ENGR5002 and ENGR6001.

### **ACHIEVING UKSPEC**

In addition to the requirement that the learning outcomes meet the graduate attributes of the university, they must also meet the requirements of UK-SPEC, as a requirement of the accrediting body, the IMechE..

## **SECTION 6: ADMISSION TO THE PROGRAMME**

### **6.1 ENTRY REQUIREMENTS**

Prior qualifications necessary for entry to the programme, including English language requirements.

Students entering Year 1 of the courses will normally hold one of the following qualifications:

- (i) A level grades (typically a minimum of BBB grades or 120 points) in three subjects, one of which must be Mathematics. In addition, normally Physics (or Engineering Science) is highly desirable, but candidates with alternative subjects will be given consideration.
- (ii) A BTEC Certificate or Diploma in an Engineering discipline, typically with at least five distinctions in the final year of study including mathematics;
- (iii) An HND course (typically with at least four distinctions including mathematics) with adequate mathematics and Engineering Science content; or
- (iv) A qualification equivalent in standard to these qualifications, that is recognised by the University.

In its mission statement the University has highlighted the need to widen access to higher education from those traditionally under-represented among students. The Department's provision to enable this strategy is to offer two BEng programmes with lower entry requirements and a Foundation Year for those applicants without the qualifications mentioned above. Students who have satisfied the necessary requirements of the Foundation Course or shown significant achievement on one of the BEng programmes with lower entry requirements can transfer into the BEng. Given the common core theme of Engineering Analysis modules it is relatively easy (with a maximum of one additional module required) for students to transfer between Automotive, Motorsport and Mechanical Engineering programmes up to the end of their 2nd year with no need to extend their programme of study.

#### **ADMISSION WITH CREDIT (ACCREDITATION OF PRIOR LEARNING)**

Applicants with relevant prior learning are welcome to apply and start the course with exemption from specific modules or the whole of Stage I. Specific examples include:

- (i) Students with a very good HND in an Engineering subject are usually exempted from Stage I and are admitted directly to Stage II. Normally these students will have achieved at least five distinctions over their second year units, with all other second year units being at Merit level.
- (ii) Students who have completed parts of degree courses elsewhere will be given credit appropriate to the amount of study successfully completed. Such students will normally be expected to have achieved consistent marks/grades within the 2:1 band at their previous Higher Education Institution.

In certain exceptional cases it may be possible to give credit for Level 5 modules as well as for Level 4 but it will not normally be possible to gain credit for Honours modules at level 6 as an accredited BEng requires the student to have completed the final two years full time education sequentially on the same programme at the same institution.

#### **ENGLISH LANGUAGE REQUIREMENTS**

For details of the University's English Language requirements see:

<http://www.brookes.ac.uk/international/apply/english/>

#### **6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED**

Not applicable.

## **SECTION 7: PREPARATION FOR EMPLOYMENT**

In the second year there are a series of lectures to prepare students who are registered for the sandwich placement. They receive lectures and support in preparing CVs, researching companies to apply to, preparing for interviews and how to make the most of their placement year. The industrial placement training is complemented by an “invited prestige lecture series” from selected employers.

In the final year there are similar preparatory lectures and help sessions and specifically a “Life after Brookes” session to inform students about the continued support and resources available to them as alumni and for the immediate future of their careers. This is in addition to the University’s career service which provides excellent support and guidance to graduating students and alumni.

Throughout their study at Brookes, students are advised of and encouraged to attend professional lectures of engineering interest given by the Institution of Mechanical Engineers, the Institution of Engineering Technology and the Institution of Materials with which the School has significant participation and involvement.

### **GRADUATE EMPLOYABILITY**

Students graduating from this course are able to follow an extensive range of career opportunities in Mechanical Engineering industries. Examples of successful employment are:

- Siemens Magnet Engineer
- Applied Drilling Technology International Well Engineer
- Mahle Powertrain Graduate Engineer
- Babcock International Graduate Engineer

### **LINKS WITH EMPLOYERS**

The department has strong industrial links with local employers through consultancy and research work as well as a strong record of providing industrial placement students. Key features are:

- Recall Conference for sandwich placement students including industrial keynote speakers.
- Industrial Placement provision with local employers e.g. BMW placements for Brookes.
- IMechE and IET professional lecture events and visits.
- Sponsorship for Formula Student Team from local companies with materials and parts e.g. SECO Tools supply specialist tooling for manufacture.
- Hosting professional events such as the “Speak Out for Engineering” competition run by the IMechE and “Getting Chartered”.
- Staff representation on the IMechE Oxford Area Committee provides a conduit to practicing Chartered Engineers and companies.
- The Department’s Industrial Advisory Board that consults with and advises on current engineering needs of employers, research projects and professional standards.