

School of Mathematics, Computer Science and Engineering

PSRB	ACTYPE	Programme(s)	SMCSE Notes	Notes on Accreditation	Start of Accreditation	Next Renewal due date	New PSRB for the School? (Y/N)	For existing arrangements, date of last Accreditation renewal	Conditions and/or recommendations received? (please provide details)	Good Practice notes? (please provide details)	Date of Board of Studies sign-off completed action plan	Names of any programmes no longer accredited by this PSRB (where relevant)	Person responsible in School for communicating PSRB changes to students	PSRB
Energy Institute (EI)	05103	MSc Energy and Environmental Technology and Economics			2013	2017/8	N	2013/14 AY	<ul style="list-style-type: none"> <li>Update module descriptors to reflect UKSPEC requirements</li> <li>Complete the CEng mapping (Appendix B)</li> <li>Ensure that engineering analysis is addressed as part of the assessed component (this will be assessed through a review of 2013/14 output)</li> <li>Outline a pathway through the course including module choice and appropriate dissertation topics, for students wishing to use the programme towards satisfying CEng requirements, who will be expected to cover significant engineering content as part of their dissertations</li> <li>Strongly consider applying for CEM accreditation for the programme</li> <li>Work to ensure greater consistency in assessment for the dissertations</li> <li>Update the text regarding accreditation in the student handbook</li> </ul>	<ul style="list-style-type: none"> <li>A well-structured programme</li> <li>Enthusiastic students</li> <li>Diversity of topics covered</li> <li>The experienced and enthusiastic staff</li> <li>Good links with industry, through the use of visiting lecturers, guest speakers and internship opportunities for students</li> </ul>	2014/15 AY		Dr Matthew Read	
Institute of Marine Engineering, Science and Technology (IMarEST)	08402	MSc in Maritime Operations and Management		Backdated to cover cohorts who started in 2009 and 2010	2011	2018/19	N	2012/13 AY	<ol style="list-style-type: none"> <li>Due to the interdisciplinary nature of the course, the panel recommends that the Course Management Team consider introducing a synthetic element to bring together the multifarious strands.</li> <li>The Panel recommends that the content of the law module needs to reflect current legislation, particularly that which will affect managers of people and equipment in the Marine industry.</li> <li>The panel felt that it would benefit the students, if greater awareness of the student support services was given to both students and staff (permanent and visiting.)</li> </ol>	Interaction between staff and students; Professional Studies and Research Modules within the programme	2014/15 AY		Prof John Carlton	
Institute of Chartered Shipbrokers (ICS)	14601	MSc in Maritime Operations and Management		Exemptions from 3 ICS Exams - (1) Introduction to Shipping (IS); (2) Legal Principles in Shipping Business (LPS) (cannot be combined with an exemption for Shipping Law; (3) Economics of Sea Transport and International Trade (EST); (4) Marine Insurance (MI)	2013	Continual rolling accreditation	N	2014/15 AY	No report provided by ICS - only a letter confirming exemptions from examinations				Prof John Carlton	
Royal Institution of Naval Architects (RINA)	12301	MSc in Maritime Operations and Management			2013	Continual rolling accreditation	N	2014/15 AY	No report provided by RINA - only a letter confirming exemptions from examinations					
Chartered Institute of Library and Information Professionals (CILIP)	03201	MSc Information Science			2014	2019/20	N	2014/15 AY	Information in the programme specifications for these two courses will need to be updated in the light of changes to CLIP professional qualifications	Library provision was good, with plenty of electronic resources. Lecturing staff were very approachable. Students spoke highly of the variety of guest speakers and opportunities in the wider profession. The general view was they were experiencing good career preparation with a strong foundation.	2015/16 AY		Dr Lyn Robinson	
Chartered Institute of Library and Information Professionals (CILIP)	03201	MSc/MA Library Science			2014	2018/20	N	2014/15 AY	Information in the programme specifications for these two courses will need to be updated in the light of changes to CLIP professional qualifications	Library provision was good, with plenty of electronic resources. Lecturing staff were very approachable. Students spoke highly of the variety of guest speakers and opportunities in the wider profession. The general view was they were experiencing good career preparation with a strong foundation.	2015/16 AY		Dr Lyn Robinson	
Institute of Physics and Engineering in Medicine (IPEM)	08802	BEng Biomedical Engineering			2015	2019	N	2015/16 AY	<p>IT/InstMC/PEM requirement: Each MEng project with a different assessment model should also have a separate module number and module descriptor.</p> <p>3. IET requirement and InstMC/PEM recommendation: The External Examiner(s) should review and approve all coursework elements that comprise 30% or more of a module assessment before they are presented to students. 4. IET/InstMC/PEM recommendation: The School and Department should review the future workload of the undergraduate External Examiner, in view of the increased coursework oversight required, the breadth of subjects covered within programmes, and the growth in student numbers, to determine whether an additional External Examiner is needed. 5. IET/InstMC/PEM recommendation: Formalise the recording of reflective learning from projects as part of BEng student project reports. 6. IET/InstMC/PEM recommendation: Review programme specifications and module descriptions for accuracy e.g.:</p> <ul style="list-style-type: none"> <li>to ensure that the descriptions of MEng project options are clear and complete;</li> <li>to make clear that MEng group project options each have a different assessment scheme (see also earlier requirement to represent)</li> </ul>	<p>Provision of a pro-active student employability team which is evidently valued by students for helping them secure placements and prepare for seeking employment after graduation.</p> <p>Consistent embedding of engineering management throughout all years of undergraduate programmes, through progressive engineering management modules in each year.</p> <p>Individual MEng projects in both year 3 and year 4 with the year 4 individual project now being linked to MEng year 4 group projects to provide a good range of both group and individual assessment.</p> <p>Students encouraged to adopt a consistent style in internal MEng group project reports and presentations, which reflects industry practice.</p> <p>Good work completed by biomedical students on placements.</p> <p>Student networking events with industry which are appreciated by students, and help develop employability skills.</p> <p>Encouraging students who complete the best projects to convert them into conference paper submissions, and where accepted, the University supports the student to attend and present their paper at the conference.</p> <p>One student who did present at an academic conference benefitted from leaving London for the first time.</p> <p>Provision of the option for MEng students to engage in international group project teams through the group Global Project Realisation (GPR) project, developing skills in a European context and enhancing the international career potential of MEng students who participate.</p> <p>City University based MEng projects set up as if real industrial project.</p>	2016/17 AY		Dr Carlos Reyes Aldasoro	
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Institute of Physics and Engineering in Medicine (PEM)	08802	MEng Biomedical Engineering (Placement)			2015	2019	N	2015/16 AY	<p>IT/InstMC/PEM requirement: Each MEng project with a different assessment model should also have a separate module number and module descriptor.</p> <p>3. IET requirement and InstMC/PEM recommendation: The External Examiner(s) should review and approve all coursework elements that comprise 30% or more of a module assessment before they are presented to students. 4. IET/InstMC/PEM recommendation: The School and Department should review the future workload of the undergraduate External Examiner, in view of the increased coursework oversight required, the breadth of subjects covered within programmes, and the growth in student numbers, to determine whether an additional External Examiner is needed. 5. IET/InstMC/PEM recommendation: Formalise the recording of reflective learning from projects as part of BEng student project reports. 6. IET/InstMC/PEM recommendation: Review programme specifications and module descriptions for accuracy e.g.:</p> <ul style="list-style-type: none"> <li>to ensure that the descriptions of MEng project options are clear and complete;</li> <li>to make clear that MEng group project options each have a different assessment scheme (see also earlier requirement to represent)</li> </ul>	<p>Provision of a pro-active student employability team which is evidently valued by students for helping them secure placements and prepare for seeking employment after graduation. Consistent embedding of engineering management throughout all years of undergraduate programmes, through progressive engineering management modules in each year. Individual MEng projects in both year 3 and year 4 with the year 4 individual project now being linked to MEng year 4 group projects to provide a good range of both group and individual assessment. Students encouraged to adopt a consistent style in internal MEng group project reports and presentations, which reflects industry practice. Good work completed by biomedical students on placements. Student networking events with industry which are appreciated by students, and help develop employability skills. Encouraging students who complete the best projects to convert them into conference paper submissions, and where accepted, the University supports the student to attend and present their paper at the conference. One student who did present at an academic conference benefitted from leaving London for the first time. Provision of the option for MEng students to engage in international group project teams through the group Global Project Realisation (GPR) project. City University based MEng projects set up as if real industrial project.</p>			
The Independent Game Developers' Association (TIGA)	19501	BSc (Hons) Computer Science with Games Technology			2015	2020	N	2015/16 AY	<p>1. Update BSc Computer Science with Games Technology Programme Specification document to reflect the aims of the course detailed in the accreditation application. The MSC Computer Games Technology Programme Specification is exemplary in this respect.</p> <p>2. Having console development kits available for the students of both courses to use would be good practice. In particular you might approach your contacts at Sony to see how they might assist with this. Also, ensure that the hardware and software you have available continues to support the development of PC and mobile games, given the increasing market share of these platforms.</p> <p>3. Ensure that students on both courses have sufficient support and guidance in creating effective online portfolios. This should be incorporated into BSc Computer Science with Games Technology and be something those students are required to engage with. Consider inviting industry professionals in to give feedback on portfolios.</p> <p>4. Find a way of enabling students to work in teams which include game artists. This should be incorporated into BSc Computer Science with Games Technology taught programme. Students on MSC Computer Games Technology should also have opportunities of working with artists in development teams, though this might be made available outside their taught programme. The recommendation is that the two City University London game courses find a way of working with appropriate game art courses at another institution in London.</p> <p>5. Students on BSc Computer Science with Games Technology already are given guidance in pitching game ideas. Within the taught content of the course this entrepreneurial advice should be extended to include guidance on setting up their own businesses, perhaps in the context of setting up an indie game developer. This information and guidance should also be made available to students on MSC Computer Games Technology.</p> <p>6. Continue to track the work destinations of alumni, in particular seeing if some of the missing alumni in the current list can be located. An annual update of this data is expected.</p>	<p>The enthusiasm of the students and the course team was evident at the accreditation visit. That the course team is available to fully support students was clear.</p> <p>Being able to use the courses' game development software on any computer in the university is extremely useful. Students have access to computers within the university 24 hours a day.</p>			Dr Carlos Reyes Aláizoro
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Institution of Engineering and Technology (IET)	09401	MSc Renewable Energy and Power Systems Management			2015	2019	N	2015/16 AY	<p>IET/InstMC/PEM requirement: Each MEng project with a different assessment model should also have a separate module number and module descriptor.</p> <p>2. InstMC requirement: Retain the final year Control Systems Design (EPM749) option that InstMC requires on the Computer Systems Engineering programme until this programme is finally closed in 2018.</p> <p>3. IET requirement and InstMC/PEM recommendation: The External Examiner(s) should review and approve all coursework elements that comprise 30% or more of a module assessment before they are presented to students.</p> <p>4. IET/InstMC/PEM recommendation: The School and Department should review the future workload of the undergraduate External Examiner, in view of the increased coursework oversight required, the breadth of subjects covered within programmes, and the growth in student numbers, to determine whether an additional External Examiner is needed.</p> <p>5. IET/InstMC/PEM recommendation: Formalise the recording of reflective learning from projects as part of BEng student project reports.</p> <p>6. IET/InstMC/PEM recommendation: Review programme specifications and module descriptions for accuracy e.g.:</p> <ul style="list-style-type: none"> <li>to ensure that the descriptions of MEng project options are clear and complete;</li> <li>to make clear that MEng group project options each have a different assessment scheme (see also earlier requirement to represent)</li> </ul>	<ul style="list-style-type: none"> <li>Provision of a pro-active student employability team which is evidently valued by students for helping them secure placements and prepare for seeking employment after graduation.</li> <li>Consistent embedding of engineering management throughout all years of undergraduate programmes, through progressive engineering management modules in each year.</li> <li>Individual MEng projects in both year 3 and year 4 with the year 4 individual project now being linked to MEng year 4 group projects to provide a good range of both group and individual assessment.</li> <li>Students encouraged to adopt a consistent style in internal MEng group project reports and presentations, which reflects industry practice.</li> <li>Good work completed by biomedical students on placements.</li> <li>Student networking events with industry which are appreciated by students, and help develop employability skills.</li> <li>Encouraging students who complete the best projects to convert them into conference paper submissions, and where accepted, the University supports the student to attend and present their paper at the conference.</li> <li>One student who did present at an academic conference benefitted from leaving London for the first time.</li> <li>Provision of the option for MEng students to engage in international group project teams through the group Global Project Realisation (GPR) project, developing skills in a European context and enhancing the international career potential of MEng students who participate.</li> <li>City University based MEng projects set up as if real industrial project.</li> </ul>	2016/17 AY		Dr Daniel Nankoo
Institution of Engineering and Technology (IET)	09401	MEng Electrical and Electronic Engineering (Placement)			2015	2019	N	2015/16 AY	<p>IET/InstMC/PEM requirement: Each MEng project with a different assessment model should also have a separate module number and module descriptor.</p> <p>2. InstMC requirement: Retain the final year Control Systems Design (EPM749) option that InstMC requires on the Computer Systems Engineering programme until this programme is finally closed in 2018.</p> <p>3. IET requirement and InstMC/PEM recommendation: The External Examiner(s) should review and approve all coursework elements that comprise 30% or more of a module assessment before they are presented to students.</p> <p>4. IET/InstMC/PEM recommendation: The School and Department should review the future workload of the undergraduate External Examiner, in view of the increased coursework oversight required, the breadth of subjects covered within programmes, and the growth in student numbers, to determine whether an additional External Examiner is needed.</p> <p>5. IET/InstMC/PEM recommendation: Formalise the recording of reflective learning from projects as part of BEng student project reports.</p> <p>6. IET/InstMC/PEM recommendation: Review programme specifications and module descriptions for accuracy e.g.:</p> <ul style="list-style-type: none"> <li>to ensure that the descriptions of MEng project options are clear and complete;</li> <li>to make clear that MEng group project options each have a different assessment scheme (see also earlier requirement to represent)</li> </ul>	<ul style="list-style-type: none"> <li>Provision of a pro-active student employability team which is evidently valued by students for helping them secure placements and prepare for seeking employment after graduation.</li> <li>Consistent embedding of engineering management throughout all years of undergraduate programmes, through progressive engineering management modules in each year.</li> <li>Individual MEng projects in both year 3 and year 4 with the year 4 individual project now being linked to MEng year 4 group projects to provide a good range of both group and individual assessment.</li> <li>Students encouraged to adopt a consistent style in internal MEng group project reports and presentations, which reflects industry practice.</li> <li>Good work completed by biomedical students on placements.</li> <li>Student networking events with industry which are appreciated by students, and help develop employability skills.</li> <li>Encouraging students who complete the best projects to convert them into conference paper submissions, and where accepted, the University supports the student to attend and present their paper at the conference.</li> <li>One student who did present at an academic conference benefitted from leaving London for the first time.</li> <li>Provision of the option for MEng students to engage in international group project teams through the group Global Project Realisation (GPR) project, developing skills in a European context and enhancing the international career potential of MEng students who participate.</li> <li>City University based MEng projects set up as if real industrial project.</li> </ul>	2016/17 AY		Dr Efsthia Mikiotis
Institution of Engineering and Technology (IET)	09401	MEng Electrical and Electronic Engineering			2015	2019	N	2015/16 AY	<p>IET/InstMC/PEM requirement: Each MEng project with a different assessment model should also have a separate module number and module descriptor.</p> <p>3. IET requirement and InstMC/PEM recommendation: The External Examiner(s) should review and approve all coursework elements that comprise 30% or more of a module assessment before they are presented to students.</p> <p>4. IET/InstMC/PEM recommendation: The School and Department should review the future workload of the undergraduate External Examiner, in view of the increased coursework oversight required, the breadth of subjects covered within programmes, and the growth in student numbers, to determine whether an additional External Examiner is needed.</p> <p>5. IET/InstMC/PEM recommendation: Formalise the recording of reflective learning from projects as part of BEng student project reports.</p> <p>6. IET/InstMC/PEM recommendation: Review programme specifications and module descriptions for accuracy e.g.:</p> <ul style="list-style-type: none"> <li>to ensure that the descriptions of MEng project options are clear and complete;</li> <li>to make clear that MEng group project options each have a different assessment scheme (see also earlier requirement to represent)</li> </ul>	<ul style="list-style-type: none"> <li>Provision of a pro-active student employability team which is evidently valued by students for helping them secure placements and prepare for seeking employment after graduation.</li> <li>Consistent embedding of engineering management throughout all years of undergraduate programmes, through progressive engineering management modules in each year.</li> <li>Individual MEng projects in both year 3 and year 4 with the year 4 individual project now being linked to MEng year 4 group projects to provide a good range of both group and individual assessment.</li> <li>Students encouraged to adopt a consistent style in internal MEng group project reports and presentations, which reflects industry practice.</li> <li>Good work completed by biomedical students on placements.</li> <li>Student networking events with industry which are appreciated by students, and help develop employability skills.</li> <li>Encouraging students who complete the best projects to convert them into conference paper submissions, and where accepted, the University supports the student to attend and present their paper at the conference.</li> <li>One student who did present at an academic conference benefitted from leaving London for the first time.</li> <li>Provision of the option for MEng students to engage in international group project teams through the group Global Project Realisation (GPR) project, developing skills in a European context and enhancing the international career potential of MEng students who participate.</li> <li>City University based MEng projects set up as if real industrial project.</li> </ul>	2016/17 AY		Dr Efsthia Mikiotis

Institution of Engineering and Technology (IET)	09401	BEng Electrical and Electronic Engineering		2015	2019	N	2015/16 AY	<p>1. IET/InstMC/PEM requirement: Each MEng project with a different assessment model should also have a separate module number and module descriptor.</p> <p>2. InstMC requirement: Retain the final year Control Systems Design (EPM745) option that InstMC requires on the Computer Systems Engineering programme until this programme is finally closed in 2018.</p> <p>3. IET requirement and InstMC/PEM recommendation: The External Examiner(s) should review and approve all coursework elements that comprise 30% or more of a module assessment before they are presented to students.</p> <p>4. IET/InstMC/PEM recommendation: The School and Department should review the future workload of the undergraduate External Examiner, in view of the increased coursework oversight required, the breadth of subjects covered within programmes, and the growth in student numbers, to determine whether an additional External Examiner is needed.</p> <p>5. IET/InstMC/PEM recommendation: Formalise the recording of reflective learning from projects as part of BEng student project reports.</p> <p>6. IET/InstMC/PEM recommendation: Review programme specifications and module descriptions for accuracy e.g.:</p> <ul style="list-style-type: none"> <li>to ensure that the descriptions of MEng project options are clear and complete;</li> <li>to make clear that MEng group project options each have a different assessment scheme (see also earlier requirement to represent</li> </ul>	<p>• Provision of a pro-active student employability team which is evidently valued by students for helping them secure placements and prepare for seeking employment after graduation. • Consistent embedding of engineering management throughout all years of undergraduate programmes, through progressive engineering management modules in each year. • Individual MEng projects in both year 3 and year 4 with the year 4 individual project now being linked to MEng year 4 group projects to provide a good range of both group and individual assessment. • Students encouraged to adopt a consistent style in internal MEng group project reports and presentations, which reflects industry practice. • Good work completed by biomedical students on placements. • Student networking events with industry which are appreciated by students, and help develop employability skills. • Encouraging students who complete the best projects to convert them into conference paper submissions, and where accepted, the University supports the student to attend and present their paper at the conference. One student who did present at an academic conference benefitted from leaving London for the first time. • Provision of the option for MEng students to engage in international group project teams through the group Global Project Realisation (GPR) project, developing skills in a European context and enhancing the international career potential of MEng students who participate. • City University based MEng projects set up as if real industrial project.</p>	2016/17 AY		Dr Efsthia Mionidis
Institution of Engineering and Technology (IET)	09401	MSc Biomedical Engineering with Healthcare Technology Management	Terminated Programme - all students will finish at the end of the 2017/8 academic year	2015	2019	N	2015/16 AY	<p>1. IET/InstMC/PEM requirement: Each MEng project with a different assessment model should also have a separate module number and module descriptor.</p> <p>2. InstMC requirement: Retain the final year Control Systems Design (EPM745) option that InstMC requires on the Computer Systems Engineering programme until this programme is finally closed in 2018.</p> <p>3. IET requirement and InstMC/PEM recommendation: The External Examiner(s) should review and approve all coursework elements that comprise 30% or more of a module assessment before they are presented to students. 4. IET/InstMC/PEM recommendation: The School and Department should review the future workload of the undergraduate External Examiner, in view of the increased coursework oversight required, the breadth of subjects covered within programmes, and the growth in student numbers, to determine whether an additional External Examiner is needed. 5. IET/InstMC/PEM recommendation: Formalise the recording of reflective learning from projects as part of BEng student project reports. 6. IET/InstMC/PEM recommendation: Review programme specifications and module descriptions for accuracy e.g.:</p> <ul style="list-style-type: none"> <li>to ensure that the descriptions of MEng project options are clear and complete;</li> <li>to make clear that MEng group project options each have a different assessment scheme (see also earlier requirement to represent</li> </ul>	<p>• Provision of a pro-active student employability team which is evidently valued by students for helping them secure placements and prepare for seeking employment after graduation. • Consistent embedding of engineering management throughout all years of undergraduate programmes, through progressive engineering management modules in each year. • Individual MEng projects in both year 3 and year 4 with the year 4 individual project now being linked to MEng year 4 group projects to provide a good range of both group and individual assessment. • Students encouraged to adopt a consistent style in internal MEng group project reports and presentations, which reflects industry practice. • Good work completed by biomedical students on placements. • Student networking events with industry which are appreciated by students, and help develop employability skills. • Encouraging students who complete the best projects to convert them into conference paper submissions, and where accepted, the University supports the student to attend and present their paper at the conference. One student who did present at an academic conference benefitted from leaving London for the first time. • Provision of the option for MEng students to engage in international group project teams through the group Global Project Realisation (GPR) project, developing skills in a European context and enhancing the international career potential of MEng students who participate. • City University based MEng projects set up as if real industrial project.</p>	2016/17 AY		Dr Carlos Reyes Aldasoro
Institution of Mechanical Engineers (IMEChE)	09901	BEng Aeronautical Engineering (Placement)		2015	2020	N	2015/16 AY	<p>1. Ensure the approval process for changes to modules is timely in order that PEIs can be informed well in advance of any changes being implemented.</p> <p>2. Published information on the University website, prospectus and programme specifications must be changed to correctly reflect the current accreditation status of the programmes for all PEIs.</p> <p>3. The OS matrices for all programmes must be reviewed and ensure that all LOs are covered as per AHEP 3.</p> <p>4. The School must review the stated aims and/or title of the MSc in Mechanical Engineering to reflect the focus on thermo-fluids topics.</p> <p>5. All project-based modules, including individual and group design projects, should have a consistent approach to assessment along with module descriptions that make the requirements clear to students.</p> <p>6. The School needs to reconsider the membership and activities of an Industrial Advisory Committee in order to enhance industrial input into programme developments at Departmental level.</p> <p>7. Review the content and assessment of AEM226 Structural Dynamics and Aeroelasticity to ensure that it delivers learning outcomes at Masters level.</p> <p>8. The School must develop a strategy and implementation plan of how the School will uplift current technical support in respect to manpower and facilities to match increasing number of students.</p> <p>9. The School should review the mismatch between the stated aims of the Mechanical Engineering MEng programme and the content of the core and elective modules in Part 4.</p>	<ul style="list-style-type: none"> <li>The articulate, motivated and enthusiastic students</li> <li>Range of high quality wind tunnels</li> <li>Investment in new teaching equipment</li> <li>Impressive growth in research volume</li> <li>Alignment of module specifications with UK-SPEC</li> <li>Industrial visits run by the department</li> <li>International EGPR project</li> <li>The group design project in years 1 and 2 provides a good learning experience</li> <li>The development of the gliding test as a method of teaching flight testing</li> <li>The high number of academic staff who are professionally registered</li> <li>The students reported the excellent support from academic and technical staff</li> </ul>	2016/17 AY		Dr Chak Cheung
Institution of Mechanical Engineers (IMEChE)	09901	BEng Aeronautical Engineering		2015	2020	N	2015/16 AY	<p>1. Ensure the approval process for changes to modules is timely in order that PEIs can be informed well in advance of any changes being implemented.</p> <p>2. Published information on the University website, prospectus and programme specifications must be changed to correctly reflect the current accreditation status of the programmes for all PEIs.</p> <p>3. The OS matrices for all programmes must be reviewed and ensure that all LOs are covered as per AHEP 3.</p> <p>4. The School must review the stated aims and/or title of the MSc in Mechanical Engineering to reflect the focus on thermo-fluids topics.</p> <p>5. All project-based modules, including individual and group design projects, should have a consistent approach to assessment along with module descriptions that make the requirements clear to students.</p> <p>6. The School needs to reconsider the membership and activities of an Industrial Advisory Committee in order to enhance industrial input into programme developments at Departmental level.</p> <p>7. Review the content and assessment of AEM226 Structural Dynamics and Aeroelasticity to ensure that it delivers learning outcomes at Masters level.</p> <p>8. The School must develop a strategy and implementation plan of how the School will uplift current technical support in respect to manpower and facilities to match increasing number of students.</p> <p>9. The School should review the mismatch between the stated aims of the Mechanical Engineering MEng programme and the content of the core and elective modules in Part 4.</p> <p>10. Reconsider the design experience for BEng students to ensure that this extends to Honours level.</p> <p>11. The design and analysis of aircraft structures in the Aeronautical Engineering programmes is light and should be reviewed.</p> <p>12. Review and strengthen the assessment of the MSc dissertations to given an appropriate weighting to the analysis, interpretation and discussion of results.</p> <p>13. Review and strengthen the assessment of the MSc individual project to given an appropriate weighting to the interpretation and discussion of the results.</p> <p>14. The School needs to review the membership and activities of the Industrial Liaison Committee and reinstate its function and enhance input into programme developments.</p>	<ul style="list-style-type: none"> <li>The articulate, motivated and enthusiastic students</li> <li>Range of high quality wind tunnels</li> <li>Investment in new teaching equipment</li> <li>Impressive growth in research volume</li> <li>Alignment of module specifications with UK-SPEC</li> <li>Industrial visits run by the department</li> <li>International EGPR project</li> <li>The group design project in years 1 and 2 provides a good learning experience</li> <li>The development of the gliding test as a method of teaching flight testing</li> <li>The high number of academic staff who are professionally registered</li> <li>The students reported the excellent support from academic and technical staff</li> </ul>	2016/17 AY		Dr Chak Cheung
Institution of Mechanical Engineers (IMEChE)	09901	MEng Aeronautical Engineering		2015	2020	N	2015/16 AY	<p>1. Ensure the approval process for changes to modules is timely in order that PEIs can be informed well in advance of any changes being implemented.</p> <p>2. Published information on the University website, prospectus and programme specifications must be changed to correctly reflect the current accreditation status of the programmes for all PEIs.</p> <p>3. The OS matrices for all programmes must be reviewed and ensure that all LOs are covered as per AHEP 3.</p> <p>4. The School must review the stated aims and/or title of the MSc in Mechanical Engineering to reflect the focus on thermo-fluids topics.</p> <p>5. All project-based modules, including individual and group design projects, should have a consistent approach to assessment along with module descriptions that make the requirements clear to students.</p> <p>6. The School needs to reconsider the membership and activities of an Industrial Advisory Committee in order to enhance industrial input into programme developments at Departmental level.</p> <p>7. Review the content and assessment of AEM226 Structural Dynamics and Aeroelasticity to ensure that it delivers learning outcomes at Masters level.</p> <p>8. The School must develop a strategy and implementation plan of how the School will uplift current technical support in respect to manpower and facilities to match increasing number of students.</p> <p>9. The School should review the mismatch between the stated aims of the Mechanical Engineering MEng programme and the content of the core and elective modules in Part 4.</p> <p>10. Reconsider the design experience for BEng students to ensure that this extends to Honours level.</p> <p>11. The design and analysis of aircraft structures in the Aeronautical Engineering programmes is light and should be reviewed.</p> <p>12. Review and strengthen the assessment of the MSc dissertations to given an appropriate weighting to the analysis, interpretation and discussion of results.</p> <p>13. Review and strengthen the assessment of the MSc individual project to given an appropriate weighting to the interpretation and discussion of the results.</p> <p>14. The School needs to review the membership and activities of the Industrial Liaison Committee and reinstate its function and enhance input into programme developments.</p>	<ul style="list-style-type: none"> <li>The articulate, motivated and enthusiastic students</li> <li>Range of high quality wind tunnels</li> <li>Investment in new teaching equipment</li> <li>Impressive growth in research volume</li> <li>Alignment of module specifications with UK-SPEC</li> <li>Industrial visits run by the department</li> <li>International EGPR project</li> <li>The group design project in years 1 and 2 provides a good learning experience</li> <li>The development of the gliding test as a method of teaching flight testing</li> <li>The high number of academic staff who are professionally registered</li> <li>The students reported the excellent support from academic and technical staff</li> </ul>	2016/17 AY		Dr Chak Cheung

Institution of Mechanical Engineers (MechE)	09901	MEng Aeronautical Engineering (Placement)		2015	2020	N	2015/16 AY	<p>1. Ensure the approval process for changes to modules is timely in order that PEIs can be informed well in advance of any changes being implemented.</p> <p>2. Published information on the University website, prospectus and programme specifications must be changed to correctly reflect the current accreditation status of the programmes for all PEIs.</p> <p>3. The OS matrices for all programmes must be reviewed and ensure that all LOs are covered as per AHEP 3.</p> <p>4. The School must review the stated aims and/or title of the MSc in Mechanical Engineering to reflect the focus on thermo-fluids topics.</p> <p>5. All project-based modules, including individual and group design projects, should have a consistent approach to assessment along with module descriptions that make the requirements clear to students.</p> <p>6. The School needs to reconsider the membership and activities of an Industrial Advisory Committee in order to enhance industrial input into programme developments at Departmental level.</p> <p>7. Review the content and assessment of AEM226 Structural Dynamics and Aeroelasticity to ensure that it delivers learning outcomes at Masters level.</p> <p>8. The School must develop a strategy and implementation plan of how the School will uplift current technical support in respect to manpower and facilities to match increasing number of students.</p> <p>9. The School should review the mismatch between the stated aims of the Mechanical Engineering MEng programme and the content of the core and elective modules in Part 4.</p> <p>10. Reconsider the design experience for BEng students to ensure that this extends to Honours level.</p> <p>11. The design and analysis of aircraft structures in the Aeronautical Engineering programmes is light and should be reviewed.</p> <p>12. Review and strengthen the assessment of the MSc dissertations to given an appropriate weighting to the analysis, interpretation and discussion of results.</p> <p>13. Review and strengthen the assessment of the MSc individual project to given an appropriate weighting to the interpretation and discussion of the results.</p> <p>14. The School needs to review the membership and activities of the Industrial Liaison Committee and reinstate its function and enhance input into programme developments.</p>	<ul style="list-style-type: none"> <li>The articulate, motivated and enthusiastic students</li> <li>Range of high quality wind tunnels</li> <li>Investment in new teaching equipment</li> <li>Impressive growth in research volume</li> <li>Alignment of module specifications with UK-SPEC</li> <li>Industrial visits run by the department</li> <li>International EGR project</li> </ul> <ul style="list-style-type: none"> <li>The group design project in years 1 and 2 provides a good learning experience</li> <li>The development of the gliding test as a method of teaching flight testing</li> <li>The high number of academic staff who are professionally registered</li> <li>The students reported the excellent support from academic and technical staff</li> </ul>	2016/17 AY	Dr Chak Cheung
Institution of Mechanical Engineers (MechE)	09901	MEng Mechanical Engineering		2015	2020	N	2015/16 AY	<p>1. Ensure the approval process for changes to modules is timely in order that PEIs can be informed well in advance of any changes being implemented.</p> <p>2. Published information on the University website, prospectus and programme specifications must be changed to correctly reflect the current accreditation status of the programmes for all PEIs.</p> <p>3. The OS matrices for all programmes must be reviewed and ensure that all LOs are covered as per AHEP 3.</p> <p>4. The School must review the stated aims and/or title of the MSc in Mechanical Engineering to reflect the focus on thermo-fluids topics.</p> <p>5. All project-based modules, including individual and group design projects, should have a consistent approach to assessment along with module descriptions that make the requirements clear to students.</p> <p>6. The School needs to reconsider the membership and activities of an Industrial Advisory Committee in order to enhance industrial input into programme developments at Departmental level.</p> <p>7. Review the content and assessment of AEM226 Structural Dynamics and Aeroelasticity to ensure that it delivers learning outcomes at Masters level.</p> <p>8. The School must develop a strategy and implementation plan of how the School will uplift current technical support in respect to manpower and facilities to match increasing number of students.</p> <p>9. The School should review the mismatch between the stated aims of the Mechanical Engineering MEng programme and the content of the core and elective modules in Part 4.</p> <p>10. Reconsider the design experience for BEng students to ensure that this extends to Honours level.</p> <p>11. The design and analysis of aircraft structures in the Aeronautical Engineering programmes is light and should be reviewed.</p> <p>12. Review and strengthen the assessment of the MSc dissertations to given an appropriate weighting to the analysis, interpretation and discussion of results.</p> <p>13. Review and strengthen the assessment of the MSc individual project to given an appropriate weighting to the interpretation and discussion of the results.</p> <p>14. The School needs to review the membership and activities of the Industrial Liaison Committee and reinstate its function and enhance input into programme developments.</p>	<ul style="list-style-type: none"> <li>The articulate, motivated and enthusiastic students</li> <li>Range of high quality wind tunnels</li> <li>Investment in new teaching equipment</li> <li>Impressive growth in research volume</li> <li>Alignment of module specifications with UK-SPEC</li> <li>Industrial visits run by the department</li> <li>International EGR project</li> </ul> <ul style="list-style-type: none"> <li>The group design project in years 1 and 2 provides a good learning experience</li> <li>The development of the gliding test as a method of teaching flight testing</li> <li>The high number of academic staff who are professionally registered</li> <li>The students reported the excellent support from academic and technical staff</li> </ul>	2016/17 AY	Dr Chak Cheung
Institution of Mechanical Engineers (MechE)	09901	MEng Mechanical Engineering (Placement)		2015	2020	N	2015/16 AY	<p>1. Ensure the approval process for changes to modules is timely in order that PEIs can be informed well in advance of any changes being implemented.</p> <p>2. Published information on the University website, prospectus and programme specifications must be changed to correctly reflect the current accreditation status of the programmes for all PEIs.</p> <p>3. The OS matrices for all programmes must be reviewed and ensure that all LOs are covered as per AHEP 3.</p> <p>4. The School must review the stated aims and/or title of the MSc in Mechanical Engineering to reflect the focus on thermo-fluids topics.</p> <p>5. All project-based modules, including individual and group design projects, should have a consistent approach to assessment along with module descriptions that make the requirements clear to students.</p> <p>6. The School needs to reconsider the membership and activities of an Industrial Advisory Committee in order to enhance industrial input into programme developments at Departmental level.</p> <p>7. Review the content and assessment of AEM226 Structural Dynamics and Aeroelasticity to ensure that it delivers learning outcomes at Masters level.</p> <p>8. The School must develop a strategy and implementation plan of how the School will uplift current technical support in respect to manpower and facilities to match increasing number of students.</p> <p>9. The School should review the mismatch between the stated aims of the Mechanical Engineering MEng programme and the content of the core and elective modules in Part 4.</p> <p>10. Reconsider the design experience for BEng students to ensure that this extends to Honours level.</p> <p>11. The design and analysis of aircraft structures in the Aeronautical Engineering programmes is light and should be reviewed.</p> <p>12. Review and strengthen the assessment of the MSc dissertations to given an appropriate weighting to the analysis, interpretation and discussion of results.</p> <p>13. Review and strengthen the assessment of the MSc individual project to given an appropriate weighting to the interpretation and discussion of the results.</p> <p>14. The School needs to review the membership and activities of the Industrial Liaison Committee and reinstate its function and enhance input into programme developments.</p>	<ul style="list-style-type: none"> <li>The articulate, motivated and enthusiastic students</li> <li>Range of high quality wind tunnels</li> <li>Investment in new teaching equipment</li> <li>Impressive growth in research volume</li> <li>Alignment of module specifications with UK-SPEC</li> <li>Industrial visits run by the department</li> <li>International EGR project</li> </ul> <ul style="list-style-type: none"> <li>The group design project in years 1 and 2 provides a good learning experience</li> <li>The development of the gliding test as a method of teaching flight testing</li> <li>The high number of academic staff who are professionally registered</li> <li>The students reported the excellent support from academic and technical staff</li> </ul>	2016/17 AY	Dr Chak Cheung
Institution of Mechanical Engineers (MechE)	09901	BEng Mechanical Engineering (Foundation)		2015	2020	N	2015/16 AY	<p>1. Ensure the approval process for changes to modules is timely in order that PEIs can be informed well in advance of any changes being implemented.</p> <p>2. Published information on the University website, prospectus and programme specifications must be changed to correctly reflect the current accreditation status of the programmes for all PEIs.</p> <p>3. The OS matrices for all programmes must be reviewed and ensure that all LOs are covered as per AHEP 3.</p> <p>4. The School must review the stated aims and/or title of the MSc in Mechanical Engineering to reflect the focus on thermo-fluids topics.</p> <p>5. All project-based modules, including individual and group design projects, should have a consistent approach to assessment along with module descriptions that make the requirements clear to students.</p> <p>6. The School needs to reconsider the membership and activities of an Industrial Advisory Committee in order to enhance industrial input into programme developments at Departmental level.</p> <p>7. Review the content and assessment of AEM226 Structural Dynamics and Aeroelasticity to ensure that it delivers learning outcomes at Masters level.</p> <p>8. The School must develop a strategy and implementation plan of how the School will uplift current technical support in respect to manpower and facilities to match increasing number of students.</p> <p>9. The School should review the mismatch between the stated aims of the Mechanical Engineering MEng programme and the content of the core and elective modules in Part 4.</p> <p>10. Reconsider the design experience for BEng students to ensure that this extends to Honours level.</p> <p>11. The design and analysis of aircraft structures in the Aeronautical Engineering programmes is light and should be reviewed.</p> <p>12. Review and strengthen the assessment of the MSc dissertations to given an appropriate weighting to the analysis, interpretation and discussion of results.</p> <p>13. Review and strengthen the assessment of the MSc individual project to given an appropriate weighting to the interpretation and discussion of the results.</p> <p>14. The School needs to review the membership and activities of the Industrial Liaison Committee and reinstate its function and enhance input into programme developments.</p>	<ul style="list-style-type: none"> <li>The articulate, motivated and enthusiastic students</li> <li>Range of high quality wind tunnels</li> <li>Investment in new teaching equipment</li> <li>Impressive growth in research volume</li> <li>Alignment of module specifications with UK-SPEC</li> <li>Industrial visits run by the department</li> <li>International EGR project</li> </ul> <ul style="list-style-type: none"> <li>The group design project in years 1 and 2 provides a good learning experience</li> <li>The development of the gliding test as a method of teaching flight testing</li> <li>The high number of academic staff who are professionally registered</li> <li>The students reported the excellent support from academic and technical staff</li> </ul>	2016/17 AY	Dr Chak Cheung

Institution of Mechanical Engineers (IMECHE)	09901	MSc Mechanical Engineering			2015	2020	N	2015/16 AY	<p>1. Ensure the approval process for changes to modules is timely in order that PEIs can be informed well in advance of any changes being implemented.</p> <p>2. Published information on the University website, prospectus and programme specifications must be changed to correctly reflect the current accreditation status of the programmes for all PEIs.</p> <p>3. The OS matrices for all programmes must be reviewed and ensure that all LOs are covered as per AHEP 3.</p> <p>4. The School must review the stated aims and/or title of the MSc in Mechanical Engineering to reflect the focus on thermo-fluids topics.</p> <p>5. All project-based modules, including individual and group design projects, should have a consistent approach to assessment along with module descriptions that make the requirements clear to students.</p> <p>6. The School needs to reconsider the membership and activities of an Industrial Advisory Committee in order to enhance industrial input into programme developments at Departmental level.</p> <p>7. Review the content and assessment of AEM226 Structural Dynamics and Aeroelasticity to ensure that it delivers learning outcomes at Masters level.</p> <p>8. The School must develop a strategy and implementation plan of how the School will uplift current technical support in respect to manpower and facilities to match increasing number of students.</p> <p>9. The School should review the mismatch between the stated aims of the Mechanical Engineering MEng programme and the content of the core and elective modules in Part 4.</p> <p>10. Reconsider the design experience for BEng students to ensure that this extends to Honours level.</p> <p>11. The design and analysis of aircraft structures in the Aeronautical Engineering programmes is light and should be reviewed.</p> <p>12. Review and strengthen the assessment of the MSc dissertations to given an appropriate weighting to the analysis, interpretation and discussion of results.</p> <p>13. Review and strengthen the assessment of the MSc individual project to given an appropriate weighting to the interpretation and discussion of the results.</p> <p>14. The School needs to review the membership and activities of the Industrial Liaison Committee and reinstate its function and enhance input into programme developments.</p>	<ul style="list-style-type: none"> <li>• The articulate, motivated and enthusiastic students</li> <li>• Range of high quality wind tunnels</li> <li>• Investment in new teaching equipment</li> <li>• Impressive growth in research volume</li> <li>• Alignment of module specifications with UK SPEC</li> <li>• Industrial visits run by the department</li> <li>• International EGRP project</li> </ul> <ul style="list-style-type: none"> <li>• The group design project in years 1 and 2 provides a good learning experience</li> <li>• The development of the gliding test as a method of teaching flight testing</li> <li>• The high number of academic staff who are professionally registered</li> <li>• The students reported the excellent support from academic and technical staff</li> </ul>	2016/17 AY		Dr Qiang Zhang
Royal Aeronautical Society (RAeS)	11601	BEng Aeronautical Engineering (Placement)			2015	2020	N	2015/16 AY	<p>1. Review and reintroduce the Industrial Partnership Panel (IPP) which lapsed in 2010</p> <p>2. Ensure suitable coverage of aero structures including dynamics and composites</p> <p>3. Improve the marking transparency in particular to individual and group projects</p> <p>4. Reconsider the design experience for BEng students</p> <p>5. Ensure timely implementation of the approval process for changes to programmes to ensure that institutions are notified in a timely manner.</p> <p>1. A strategy and implementation plan how the department will uplift current technical support both with respect to man power and facilities to match existing and future increase of student intake</p> <p>2. An action plan reviewing the M-level Aeronautical Engineering Structures content, in particular identifying the content of the P3 Composites Modules and their continuation into P4, together with defining the content of the Advanced Structures Module in P4 with regard to Structures, Structural Dynamics and Composites.</p> <p>3. Review the learning outcome matrices across all programmes to comply with AHEP 3</p> <p>4. Published website and programme specifications must reflect current programme status including any programmes which are awaiting re-accreditation and are under review</p> <p>5. An action plan is required to demonstrate how the BEng and MEng Aeronautical programmes will align with AHEP 3 from September 2016</p> <p>6. The department must review its approach to re-sit exams, including its re-use of exam questions</p> <p>7. Continue to inform institutions of on-going changes to the programmes</p>	<p>1. Articulate, intelligent and high quality students</p> <p>2. Range of high quality wind tunnels available in the department</p> <p>3. The investment in new teaching equipment</p> <p>4. The impressive growth in research volume and projects.</p> <p>5. The alignment of module specifications with UK SPEC</p> <p>6. International EGRP Project</p> <p>7. Industrial visits which are run by the department, including the Hendon Air Museum visit held for Aero students</p> <p>8. Group design projects in year 1 and 2, which provide a very good learning experience</p> <p>9. Development of the gliding test as a method of teaching flight testing</p> <p>10. Percentage of staff who are professionally registered</p>	2016/17 AY		Dr Chak Cheung
Royal Aeronautical Society (RAeS)	11601	BEng Aeronautical Engineering			2015	2020	N	2015/16 AY	<p>1. Review and reintroduce the Industrial Partnership Panel (IPP) which lapsed in 2010</p> <p>2. Ensure suitable coverage of aero structures including dynamics and composites</p> <p>3. Improve the marking transparency in particular to individual and group projects</p> <p>4. Reconsider the design experience for BEng students</p> <p>5. Ensure timely implementation of the approval process for changes to programmes to ensure that institutions are notified in a timely manner.</p> <p>1. A strategy and implementation plan how the department will uplift current technical support both with respect to man power and facilities to match existing and future increase of student intake</p> <p>2. An action plan reviewing the M-level Aeronautical Engineering Structures content, in particular identifying the content of the P3 Composites Modules and their continuation into P4, together with defining the content of the Advanced Structures Module in P4 with regard to Structures, Structural Dynamics and Composites.</p> <p>3. Review the learning outcome matrices across all programmes to comply with AHEP 3</p> <p>4. Published website and programme specifications must reflect current programme status including any programmes which are awaiting re-accreditation and are under review</p> <p>5. An action plan is required to demonstrate how the BEng and MEng Aeronautical programmes will align with AHEP 3 from September 2016</p> <p>6. The department must review its approach to re-sit exams, including its re-use of exam questions</p> <p>7. Continue to inform institutions of on-going changes to the programmes</p>	<p>1. Articulate, intelligent and high quality students</p> <p>2. Range of high quality wind tunnels available in the department</p> <p>3. The investment in new teaching equipment</p> <p>4. The impressive growth in research volume and projects.</p> <p>5. The alignment of module specifications with UK SPEC</p> <p>6. International EGRP Project</p> <p>7. Industrial visits which are run by the department, including the Hendon Air Museum visit held for Aero students</p> <p>8. Group design projects in year 1 and 2, which provide a very good learning experience</p> <p>9. Development of the gliding test as a method of teaching flight testing</p> <p>10. Percentage of staff who are professionally registered</p>	2016/17 Academic Year		Dr Chak Cheung
Royal Aeronautical Society (RAeS)	11601	MEng Aeronautical Engineering			2015	2020	N	2015/16 AY	<p>1. Review and reintroduce the Industrial Partnership Panel (IPP) which lapsed in 2010</p> <p>2. Ensure suitable coverage of aero structures including dynamics and composites</p> <p>3. Improve the marking transparency in particular to individual and group projects</p> <p>4. Reconsider the design experience for BEng students</p> <p>5. Ensure timely implementation of the approval process for changes to programmes to ensure that institutions are notified in a timely manner.</p> <p>1. A strategy and implementation plan how the department will uplift current technical support both with respect to man power and facilities to match existing and future increase of student intake</p> <p>2. An action plan reviewing the M-level Aeronautical Engineering Structures content, in particular identifying the content of the P3 Composites Modules and their continuation into P4, together with defining the content of the Advanced Structures Module in P4 with regard to Structures, Structural Dynamics and Composites.</p> <p>3. Review the learning outcome matrices across all programmes to comply with AHEP 3</p> <p>4. Published website and programme specifications must reflect current programme status including any programmes which are awaiting re-accreditation and are under review</p> <p>5. An action plan is required to demonstrate how the BEng and MEng Aeronautical programmes will align with AHEP 3 from September 2016</p> <p>6. The department must review its approach to re-sit exams, including its re-use of exam questions</p> <p>7. Continue to inform institutions of on-going changes to the programmes</p>	<p>1. Articulate, intelligent and high quality students</p> <p>2. Range of high quality wind tunnels available in the department</p> <p>3. The investment in new teaching equipment</p> <p>4. The impressive growth in research volume and projects.</p> <p>5. The alignment of module specifications with UK SPEC</p> <p>6. International EGRP Project</p> <p>7. Industrial visits which are run by the department, including the Hendon Air Museum visit held for Aero students</p> <p>8. Group design projects in year 1 and 2, which provide a very good learning experience</p> <p>9. Development of the gliding test as a method of teaching flight testing</p> <p>10. Percentage of staff who are professionally registered</p>	2016/17 AY		Dr Chak Cheung
Royal Aeronautical Society (RAeS)	11601	MEng Aeronautical Engineering (Placement)			2015	2020	N	2015/16 AY	<p>1. Review and reintroduce the Industrial Partnership Panel (IPP) which lapsed in 2010</p> <p>2. Ensure suitable coverage of aero structures including dynamics and composites</p> <p>3. Improve the marking transparency in particular to individual and group projects</p> <p>4. Reconsider the design experience for BEng students</p> <p>5. Ensure timely implementation of the approval process for changes to programmes to ensure that institutions are notified in a timely manner.</p> <p>1. A strategy and implementation plan how the department will uplift current technical support both with respect to man power and facilities to match existing and future increase of student intake</p> <p>2. An action plan reviewing the M-level Aeronautical Engineering Structures content, in particular identifying the content of the P3 Composites Modules and their continuation into P4, together with defining the content of the Advanced Structures Module in P4 with regard to Structures, Structural Dynamics and Composites.</p> <p>3. Review the learning outcome matrices across all programmes to comply with AHEP 3</p> <p>4. Published website and programme specifications must reflect current programme status including any programmes which are awaiting re-accreditation and are under review</p> <p>5. An action plan is required to demonstrate how the BEng and MEng Aeronautical programmes will align with AHEP 3 from September 2016</p> <p>6. The department must review its approach to re-sit exams, including its re-use of exam questions</p> <p>7. Continue to inform institutions of on-going changes to the programmes</p>	<p>1. Articulate, intelligent and high quality students</p> <p>2. Range of high quality wind tunnels available in the department</p> <p>3. The investment in new teaching equipment</p> <p>4. The impressive growth in research volume and projects.</p> <p>5. The alignment of module specifications with UK SPEC</p> <p>6. International EGRP Project</p> <p>7. Industrial visits which are run by the department, including the Hendon Air Museum visit held for Aero students</p> <p>8. Group design projects in year 1 and 2, which provide a very good learning experience</p> <p>9. Development of the gliding test as a method of teaching flight testing</p> <p>10. Percentage of staff who are professionally registered</p>	2016/17 AY		Dr Chak Cheung

Royal Aeronautical Society (RAeS)	11601	MSc Air Safety Management			2015	2020	N	2015/16 AY	1. Review staffing levels to ensure adequate teaching and administrative support for the programmes	1. The clear relevance to industry of all three programmes and the high level of industry input to teaching and assessment 2. Accessibility and enthusiasm of staff 3. The wide diversity within the student body and the opportunities for interaction with other cohorts which is recognized as a positive factor 4. The exploitation of technological solutions to deliver programmes and communicate with students which open up study opportunities to busy professionals 5. The overall standard of the MSc programmes	2016/17 Academic Year		Capt. Timann Gabriel
Royal Aeronautical Society (RAeS)	11601	MSc Air Transport Management			2015	2020	N	2015/16 AY	1. Review staffing levels to ensure adequate teaching and administrative support for the programmes	1. The clear relevance to industry of all three programmes and the high level of industry input to teaching and assessment 2. Accessibility and enthusiasm of staff 3. The wide diversity within the student body and the opportunities for interaction with other cohorts which is recognized as a positive factor 4. The exploitation of technological solutions to deliver programmes and communicate with students which open up study opportunities to busy professionals 5. The overall standard of the MSc programmes	2016/17 AY		Capt. Timann Gabriel
Royal Aeronautical Society (RAeS)	11601	MSc Aircraft Maintenance Management			2015	2020	N	2015/16 AY	1. Review staffing levels to ensure adequate teaching and administrative support for the programmes	1. The clear relevance to industry of all three programmes and the high level of industry input to teaching and assessment 2. Accessibility and enthusiasm of staff 3. The wide diversity within the student body and the opportunities for interaction with other cohorts which is recognized as a positive factor 4. The exploitation of technological solutions to deliver programmes and communicate with students which open up study opportunities to busy professionals 5. The overall standard of the MSc programmes	2016/17 AY		Capt. Timann Gabriel
Institute of Measurement and Control (InstMC)	08701	BEng Biomedical Engineering			2015	2019	N	2015/16 AY	1. IET/InstMC/PEM requirement: Each MEng project with a different assessment model should also have a separate module number and module descriptor. 2. InstMC requirement: Retain the final-year Control Systems Design (EPM749) option that InstMC requires on the Computer Systems Engineering programme until this programme is finally closed in 2018. 3. IET requirement and InstMC/PEM recommendation: The External Examiner(s) should review and approve all coursework elements that comprise 30% or more of a module assessment before they are presented to students. 4. IET/InstMC/PEM recommendation: The School and Department should review the future workload of the undergraduate External Examiner, in view of the increased coursework oversight required, the breadth of subjects covered within programmes, and the growth in student numbers, to determine whether an additional External Examiner is needed. 5. IET/InstMC/PEM recommendation: Formalise the recording of reflective learning from projects as part of BEng student project reports. 6. IET/InstMC/PEM recommendation: Review programme specifications and module descriptions for accuracy e.g.: • to ensure that the descriptions of MEng project options are clear and complete; • to make clear that MEng group project options each have a different assessment scheme (see also earlier requirement to represent)	• Provision of a pro-active student employability team which is evidently valued by students for helping them secure placements and prepare for seeking employment after graduation. • Consistent embedding of engineering management throughout all years of undergraduate programmes, through progressive engineering management modules in each year. • Individual MEng projects in both Year 3 and year 4 with the year 4 individual project now being linked to MEng year 4 group projects to provide a good range of both group and individual assessment. • Students encouraged to adopt a consistent style in internal MEng group project reports and presentations, which reflects industry practice. • Good work completed by biomedical students on placements. • Student networking events with industry which are appreciated by students, and help develop employability skills. • Encouraging students who complete the best projects to convert them into conference paper submissions, and where accepted, the University supports the student to attend and present their paper at the conference. One student who did present at an academic conference benefitted from leaving London for the first time. • Provision of the option for MEng students to engage in international group project teams through the group Global Project Realisation (EGPR) project, developing skills in a European context and enhancing the international career potential of MEng students who participate. • City University based MEng projects set up as if real industrial project.	BEng (Hons) Engineering with Management and Entrepreneurship (last cohort of students will graduate in 18/19 AY); BEng (Hons) Computer Systems Engineering (last cohort of students will graduate in 18/19 AY); BEng (Hons) Engineering with Management and Entrepreneurship with Placement (last cohort of students will graduate in 18/19 AY); BEng (Hons) Telecommunications (placement) and BEng (Hons) Telecommunications (all students graduated);	2016/17 AY	Dr Carlos Reyes Alásson
Institute of Measurement and Control (InstMC)	08701	MEng Biomedical Engineering	Backdated intake years 2011-2014 to include transfers from BEng to MEng		2015	2019	N	2015/16 AY	1. IET/InstMC/PEM requirement: Each MEng project with a different assessment model should also have a separate module number and module descriptor. 2. InstMC requirement: Retain the final-year Control Systems Design (EPM749) option that InstMC requires on the Computer Systems Engineering programme until this programme is finally closed in 2018. 3. IET requirement and InstMC/PEM recommendation: The External Examiner(s) should review and approve all coursework elements that comprise 30% or more of a module assessment before they are presented to students. 4. IET/InstMC/PEM recommendation: The School and Department should review the future workload of the undergraduate External Examiner, in view of the increased coursework oversight required, the breadth of subjects covered within programmes, and the growth in student numbers, to determine whether an additional External Examiner is needed. 5. IET/InstMC/PEM recommendation: Formalise the recording of reflective learning from projects as part of BEng student project reports. 6. IET/InstMC/PEM recommendation: Review programme specifications and module descriptions for accuracy e.g.: • to ensure that the descriptions of MEng project options are clear and complete; • to make clear that MEng group project options each have a different assessment scheme (see also earlier requirement to represent)	• Provision of a pro-active student employability team which is evidently valued by students for helping them secure placements and prepare for seeking employment after graduation. • Consistent embedding of engineering management throughout all years of undergraduate programmes, through progressive engineering management modules in each year. • Individual MEng projects in both Year 3 and year 4 with the year 4 individual project now being linked to MEng year 4 group projects to provide a good range of both group and individual assessment. • Students encouraged to adopt a consistent style in internal MEng group project reports and presentations, which reflects industry practice. • Good work completed by biomedical students on placements. • Student networking events with industry which are appreciated by students, and help develop employability skills. • Encouraging students who complete the best projects to convert them into conference paper submissions, and where accepted, the University supports the student to attend and present their paper at the conference. One student who did present at an academic conference benefitted from leaving London for the first time. • Provision of the option for MEng students to engage in international group project teams through the group Global Project Realisation (EGPR) project, developing skills in a European context and enhancing the international career potential of MEng students who participate. • City University based MEng projects set up as if real industrial project.		2016/17 AY	Dr Carlos Reyes Alásson
Institute of Measurement and Control (InstMC)	08701	MEng Biomedical Engineering (Placement)			2015	2019	N	2015/16 AY	1. IET/InstMC/PEM requirement: Each MEng project with a different assessment model should also have a separate module number and module descriptor. 2. InstMC requirement: Retain the final-year Control Systems Design (EPM749) option that InstMC requires on the Computer Systems Engineering programme until this programme is finally closed in 2018. 3. IET requirement and InstMC/PEM recommendation: The External Examiner(s) should review and approve all coursework elements that comprise 30% or more of a module assessment before they are presented to students. 4. IET/InstMC/PEM recommendation: The School and Department should review the future workload of the undergraduate External Examiner, in view of the increased coursework oversight required, the breadth of subjects covered within programmes, and the growth in student numbers, to determine whether an additional External Examiner is needed. 5. IET/InstMC/PEM recommendation: Formalise the recording of reflective learning from projects as part of BEng student project reports. 6. IET/InstMC/PEM recommendation: Review programme specifications and module descriptions for accuracy e.g.: • to ensure that the descriptions of MEng project options are clear and complete; • to make clear that MEng group project options each have a different assessment scheme (see also earlier requirement to represent)	• Provision of a pro-active student employability team which is evidently valued by students for helping them secure placements and prepare for seeking employment after graduation. • Consistent embedding of engineering management throughout all years of undergraduate programmes, through progressive engineering management modules in each year. • Individual MEng projects in both Year 3 and year 4 with the year 4 individual project now being linked to MEng year 4 group projects to provide a good range of both group and individual assessment. • Students encouraged to adopt a consistent style in internal MEng group project reports and presentations, which reflects industry practice. • Good work completed by biomedical students on placements. • Student networking events with industry which are appreciated by students, and help develop employability skills. • Encouraging students who complete the best projects to convert them into conference paper submissions, and where accepted, the University supports the student to attend and present their paper at the conference. One student who did present at an academic conference benefitted from leaving London for the first time. • Provision of the option for MEng students to engage in international group project teams through the group Global Project Realisation (EGPR) project, developing skills in a European context and enhancing the international career potential of MEng students who participate. • City University based MEng projects set up as if real industrial project.		2016/17 AY	Dr Carlos Reyes Alásson

Institute of Measurement and Control (InstMC)	08701	MSc Renewable Energy and Power Systems Management			2015	2019	N	2015/16 AY	<p>IET/InstMC/PEM requirement: Each MEng project with a different assessment model should also have a separate module number and module descriptor.</p> <p>2. InstMC requirement: Retain the final-year Control Systems Design (EPM749) option that InstMC requires on the Computer Systems Engineering programme until this programme is finally closed in 2018.</p> <p>3. IET requirement and InstMC/PEM recommendation: The External Examiner(s) should review and approve all coursework elements that comprise 30% or more of a module assessment before they are presented to students. 4. IET/InstMC/PEM recommendation: The School and Department should review the future workload of the undergraduate External Examiner, in view of the increased coursework oversight required, the breadth of subjects covered within programmes, and the growth in student numbers, to determine whether an additional External Examiner is needed. 5. IET/InstMC/PEM recommendation: Formalise the recording of reflective learning from projects as part of BEng student project reports. 6. IET/InstMC/PEM recommendation: Review programme specifications and module descriptions for accuracy e.g.:</p> <ul style="list-style-type: none"> <li>• to ensure that the descriptions of MEng project options are clear and complete;</li> <li>• to make clear that MEng group project options each have a different assessment scheme (see also earlier requirement to represent)</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of a pro-active student employability team which is evidently valued by students for helping them secure placements and prepare for seeking employment after graduation.</li> <li>• Consistent embedding of engineering management throughout all years of undergraduate programmes, through progressive engineering management modules in each year.</li> <li>• Individual MEng projects in both year 3 and year 4 with the year 4 individual project now being linked to MEng year 4 group projects to provide a good range of both group and individual assessment.</li> <li>• Students encouraged to adopt a consistent style in internal MEng group project reports and presentations, which reflects industry practice.</li> <li>• Good work completed by biomedical students on placements.</li> <li>• Student networking events with industry which are appreciated by students, and help develop employability skills.</li> <li>• Encouraging students who complete the best projects to convert them into conference paper submissions, and where accepted, the University supports the student to attend and present their paper at the conference. One student who did present at an academic conference benefitted from leaving London for the first time.</li> <li>• Provision of the option for MEng students to engage in international group project teams through the group Global Project Realisation (GPR) project, developing skills in a European context and enhancing the international career potential of MEng students who participate.</li> <li>• City University based MEng projects set up as if real industrial project.</li> </ul>	2016/17 AY		Dr Daniel Nankoo
Institute of Measurement and Control (InstMC)	08701	MEng Electrical and Electronic Engineering (Placement)			2015	2019	N	2015/16 AY	<p>IET/InstMC/PEM requirement: Each MEng project with a different assessment model should also have a separate module number and module descriptor.</p> <p>2. InstMC requirement: Retain the final-year Control Systems Design (EPM749) option that InstMC requires on the Computer Systems Engineering programme until this programme is finally closed in 2018.</p> <p>3. IET requirement and InstMC/PEM recommendation: The External Examiner(s) should review and approve all coursework elements that comprise 30% or more of a module assessment before they are presented to students. 4. IET/InstMC/PEM recommendation: The School and Department should review the future workload of the undergraduate External Examiner, in view of the increased coursework oversight required, the breadth of subjects covered within programmes, and the growth in student numbers, to determine whether an additional External Examiner is needed. 5. IET/InstMC/PEM recommendation: Formalise the recording of reflective learning from projects as part of BEng student project reports. 6. IET/InstMC/PEM recommendation: Review programme specifications and module descriptions for accuracy e.g.:</p> <ul style="list-style-type: none"> <li>• to ensure that the descriptions of MEng project options are clear and complete;</li> <li>• to make clear that MEng group project options each have a different assessment scheme (see also earlier requirement to represent)</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of a pro-active student employability team which is evidently valued by students for helping them secure placements and prepare for seeking employment after graduation.</li> <li>• Consistent embedding of engineering management throughout all years of undergraduate programmes, through progressive engineering management modules in each year.</li> <li>• Individual MEng projects in both year 3 and year 4 with the year 4 individual project now being linked to MEng year 4 group projects to provide a good range of both group and individual assessment.</li> <li>• Students encouraged to adopt a consistent style in internal MEng group project reports and presentations, which reflects industry practice.</li> <li>• Good work completed by biomedical students on placements.</li> <li>• Student networking events with industry which are appreciated by students, and help develop employability skills.</li> <li>• Encouraging students who complete the best projects to convert them into conference paper submissions, and where accepted, the University supports the student to attend and present their paper at the conference. One student who did present at an academic conference benefitted from leaving London for the first time.</li> <li>• Provision of the option for MEng students to engage in international group project teams through the group Global Project Realisation (GPR) project, developing skills in a European context and enhancing the international career potential of MEng students who participate.</li> <li>• City University based MEng projects set up as if real industrial project.</li> </ul>	2016/17 AY		Dr Elzabeth Mironidis
Institute of Measurement and Control (InstMC)	08701	MEng Electrical and Electronic Engineering			2015	2019	N	2015/16 AY	<p>IET/InstMC/PEM requirement: Each MEng project with a different assessment model should also have a separate module number and module descriptor.</p> <p>2. InstMC requirement: Retain the final-year Control Systems Design (EPM749) option that InstMC requires on the Computer Systems Engineering programme until this programme is finally closed in 2018.</p> <p>3. IET requirement and InstMC/PEM recommendation: The External Examiner(s) should review and approve all coursework elements that comprise 30% or more of a module assessment before they are presented to students. 4. IET/InstMC/PEM recommendation: The School and Department should review the future workload of the undergraduate External Examiner, in view of the increased coursework oversight required, the breadth of subjects covered within programmes, and the growth in student numbers, to determine whether an additional External Examiner is needed. 5. IET/InstMC/PEM recommendation: Formalise the recording of reflective learning from projects as part of BEng student project reports. 6. IET/InstMC/PEM recommendation: Review programme specifications and module descriptions for accuracy e.g.:</p> <ul style="list-style-type: none"> <li>• to ensure that the descriptions of MEng project options are clear and complete;</li> <li>• to make clear that MEng group project options each have a different assessment scheme (see also earlier requirement to represent)</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of a pro-active student employability team which is evidently valued by students for helping them secure placements and prepare for seeking employment after graduation.</li> <li>• Consistent embedding of engineering management throughout all years of undergraduate programmes, through progressive engineering management modules in each year.</li> <li>• Individual MEng projects in both year 3 and year 4 with the year 4 individual project now being linked to MEng year 4 group projects to provide a good range of both group and individual assessment.</li> <li>• Students encouraged to adopt a consistent style in internal MEng group project reports and presentations, which reflects industry practice.</li> <li>• Good work completed by biomedical students on placements.</li> <li>• Student networking events with industry which are appreciated by students, and help develop employability skills.</li> <li>• Encouraging students who complete the best projects to convert them into conference paper submissions, and where accepted, the University supports the student to attend and present their paper at the conference. One student who did present at an academic conference benefitted from leaving London for the first time.</li> <li>• Provision of the option for MEng students to engage in international group project teams through the group Global Project Realisation (GPR) project, developing skills in a European context and enhancing the international career potential of MEng students who participate.</li> <li>• City University based MEng projects set up as if real industrial project.</li> </ul>	2016/17 AY		Dr Elzabeth Mironidis
Institute of Measurement and Control (InstMC)	08701	BEng Electrical and Electronic Engineering			2015	2019	N	2015/16 AY	<p>IET/InstMC/PEM requirement: Each MEng project with a different assessment model should also have a separate module number and module descriptor.</p> <p>2. InstMC requirement: Retain the final-year Control Systems Design (EPM749) option that InstMC requires on the Computer Systems Engineering programme until this programme is finally closed in 2018.</p> <p>3. IET requirement and InstMC/PEM recommendation: The External Examiner(s) should review and approve all coursework elements that comprise 30% or more of a module assessment before they are presented to students. 4. IET/InstMC/PEM recommendation: The School and Department should review the future workload of the undergraduate External Examiner, in view of the increased coursework oversight required, the breadth of subjects covered within programmes, and the growth in student numbers, to determine whether an additional External Examiner is needed. 5. IET/InstMC/PEM recommendation: Formalise the recording of reflective learning from projects as part of BEng student project reports. 6. IET/InstMC/PEM recommendation: Review programme specifications and module descriptions for accuracy e.g.:</p> <ul style="list-style-type: none"> <li>• to ensure that the descriptions of MEng project options are clear and complete;</li> <li>• to make clear that MEng group project options each have a different assessment scheme (see also earlier requirement to represent)</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of a pro-active student employability team which is evidently valued by students for helping them secure placements and prepare for seeking employment after graduation.</li> <li>• Consistent embedding of engineering management throughout all years of undergraduate programmes, through progressive engineering management modules in each year.</li> <li>• Individual MEng projects in both year 3 and year 4 with the year 4 individual project now being linked to MEng year 4 group projects to provide a good range of both group and individual assessment.</li> <li>• Students encouraged to adopt a consistent style in internal MEng group project reports and presentations, which reflects industry practice.</li> <li>• Good work completed by biomedical students on placements.</li> <li>• Student networking events with industry which are appreciated by students, and help develop employability skills.</li> <li>• Encouraging students who complete the best projects to convert them into conference paper submissions, and where accepted, the University supports the student to attend and present their paper at the conference. One student who did present at an academic conference benefitted from leaving London for the first time.</li> <li>• Provision of the option for MEng students to engage in international group project teams through the group Global Project Realisation (GPR) project, developing skills in a European context and enhancing the international career potential of MEng students who participate.</li> <li>• City University based MEng projects set up as if real industrial project.</li> </ul>	2016/17 AY		Dr Elzabeth Mironidis

Institute of Measurement and Control (InstMC)	08701	BEng Electrical and Electronic Engineering		2015	2019	N	2015/16 AY	<p>IET/InstMC/PEM requirement: Each MEng project with a different assessment model should also have a separate module number and module descriptor:</p> <p>2. InstMC requirement: Retain the final-year Control Systems Design (EPM749) option that InstMC requires on the Computer Systems Engineering programme until this programme is finally closed in 2018.</p> <p>3. IET requirement and InstMC/PEM recommendation: The External Examiner(s) should review and approve all coursework elements that comprise 30% or more of a module assessment before they are presented to students.</p> <p>4. IET/InstMC/PEM recommendation: The School and Department should review the future workload of the undergraduate External Examiner, in view of the increased coursework oversight required, the breadth of subjects covered within programmes, and the growth in student numbers, to determine whether an additional External Examiner is needed.</p> <p>5. IET/InstMC/PEM recommendation: Formalise the recording of reflective learning from projects as part of BEng student project reports.</p> <p>6. IET/InstMC/PEM recommendation: Review programme specifications and module descriptions for accuracy e.g.:</p> <ul style="list-style-type: none"> <li>• to ensure that the descriptions of MEng project options are clear and complete;</li> <li>• to make clear that MEng group project options each have a different assessment scheme (see also earlier requirement to represent</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of a pro-active student employability team which is evidently valued by students for helping them secure placements and prepare for seeking employment after graduation.</li> <li>• Consistent embedding of engineering management throughout all years of undergraduate programmes, through progressive engineering management modules in each year.</li> <li>• Individual MEng projects in both Year 3 and year 4 with the year 4 individual project now being linked to MEng year 4 group projects to provide a good range of both group and individual assessment.</li> <li>• Students encouraged to adopt a consistent style in internal MEng group project reports and presentations, which reflects industry practice.</li> <li>• Good work completed by biomedical students on placements.</li> <li>• Student networking events with industry which are appreciated by students, and help develop employability skills.</li> <li>• Encouraging students who complete the best projects to convert them into conference paper submissions, and where accepted, the University supports the student to attend and present their paper at the conference.</li> <li>• One student who did present at an academic conference benefitted from leaving London for the first time.</li> <li>• Provision of the option for MEng students to engage in international group project teams through the group Global Project Realisation (GPR) project, developing skills in a European context and enhancing the international career potential of MEng students who participate.</li> <li>• City University based MEng projects set up as if real industrial project.</li> </ul>	2016/17 AY		Dr Estathis Mionidis
Institute of Measurement and Control (InstMC)	08701	MSc Biomedical Engineering with Healthcare Technology Management	Terminated Programme - all students will finish at the end of the 2017/8 academic year	2015	2019	N	2015/16 AY	<p>IET/InstMC/PEM requirement: Each MEng project with a different assessment model should also have a separate module number and module descriptor:</p> <p>2. InstMC requirement: Retain the final-year Control Systems Design (EPM749) option that InstMC requires on the Computer Systems Engineering programme until this programme is finally closed in 2018.</p> <p>3. IET requirement and InstMC/PEM recommendation: The External Examiner(s) should review and approve all coursework elements that comprise 30% or more of a module assessment before they are presented to students.</p> <p>4. IET/InstMC/PEM recommendation: The School and Department should review the future workload of the undergraduate External Examiner, in view of the increased coursework oversight required, the breadth of subjects covered within programmes, and the growth in student numbers, to determine whether an additional External Examiner is needed.</p> <p>5. IET/InstMC/PEM recommendation: Formalise the recording of reflective learning from projects as part of BEng student project reports.</p> <p>6. IET/InstMC/PEM recommendation: Review programme specifications and module descriptions for accuracy e.g.:</p> <ul style="list-style-type: none"> <li>• to ensure that the descriptions of MEng project options are clear and complete;</li> <li>• to make clear that MEng group project options each have a different assessment scheme (see also earlier requirement to represent</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of a pro-active student employability team which is evidently valued by students for helping them secure placements and prepare for seeking employment after graduation.</li> <li>• Consistent embedding of engineering management throughout all years of undergraduate programmes, through progressive engineering management modules in each year.</li> <li>• Individual MEng projects in both Year 3 and year 4 with the year 4 individual project now being linked to MEng year 4 group projects to provide a good range of both group and individual assessment.</li> <li>• Students encouraged to adopt a consistent style in internal MEng group project reports and presentations, which reflects industry practice.</li> <li>• Good work completed by biomedical students on placements.</li> <li>• Student networking events with industry which are appreciated by students, and help develop employability skills.</li> <li>• Encouraging students who complete the best projects to convert them into conference paper submissions, and where accepted, the University supports the student to attend and present their paper at the conference.</li> <li>• One student who did present at an academic conference benefitted from leaving London for the first time.</li> <li>• Provision of the option for MEng students to engage in international group project teams through the group Global Project Realisation (GPR) project, developing skills in a European context and enhancing the international career potential of MEng students who participate.</li> <li>• City University based MEng projects set up as if real industrial project.</li> </ul>	2016/17 AY		Dr Carlos Reyes Aldasoro
The Institution of Civil Engineers (ICE)	09301	MEng Civil Engineering (Placement)		2015	2019	N	2015/16 AY	<p>That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread.</p> <ul style="list-style-type: none"> <li>• That the School broaden the range of design projects to include conceptual as well as practical projects.</li> <li>• That consistency of marking across all projects be reviewed, particularly in borderline cases.</li> </ul>		2016/17 AY	BEng Civil Engineering with Architecture (Placement) (last cohort due to graduate in 19/20 AY); MEng Civil Engineering with Architecture (Placement) (last cohort due to graduate in 19/20 AY); BEng Civil Engineering with Architecture (last cohort due to graduate in 18/19 AY); MEng Civil Engineering with Architecture (last cohort due to graduate in 19/20 AY)	Dr Richard Goodey
The Institution of Civil Engineers (ICE)	09301	BEng Civil Engineering (Placement)		2015	2019	N	2015/16 AY	<p>That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread.</p> <ul style="list-style-type: none"> <li>• That the School broaden the range of design projects to include conceptual as well as practical projects.</li> <li>• That consistency of marking across all projects be reviewed, particularly in borderline cases.</li> </ul>		2016/17 AY		Dr Richard Goodey
The Institution of Civil Engineers (ICE)	09301	BEng Civil Engineering		2015	2019	N	2015/16 AY	<p>That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread.</p> <ul style="list-style-type: none"> <li>• That the School broaden the range of design projects to include conceptual as well as practical projects.</li> <li>• That consistency of marking across all projects be reviewed, particularly in borderline cases.</li> </ul>		2016/17 AY		Dr Richard Goodey
The Institution of Civil Engineers (ICE)	09301	BEng Civil Engineering (Foundation)		2015	2019	N	2015/16 AY	<p>That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread.</p> <ul style="list-style-type: none"> <li>• That the School broaden the range of design projects to include conceptual as well as practical projects.</li> <li>• That consistency of marking across all projects be reviewed, particularly in borderline cases.</li> </ul>		2016/17 AY		Dr Richard Goodey
The Institution of Civil Engineers (ICE)	09301	MEng Civil Engineering		2015	2019	N	2015/16 AY	<p>That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread.</p> <ul style="list-style-type: none"> <li>• That the School broaden the range of design projects to include conceptual as well as practical projects.</li> <li>• That consistency of marking across all projects be reviewed, particularly in borderline cases.</li> </ul>		2016/17 AY		Dr Richard Goodey
The Institution of Civil Engineers (ICE)	09301	MSc Civil Engineering Structures		2015	2019	N	2015/16 AY	<p>That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread.</p> <ul style="list-style-type: none"> <li>• That the School broaden the range of design projects to include conceptual as well as practical projects.</li> <li>• That consistency of marking across all projects be reviewed, particularly in borderline cases.</li> </ul>		2016/17 AY		Dr Tatyana Micić
The Institution of Civil Engineers (ICE)	09301	MSc Civil Engineering Structures (Nuclear Power Plants)		2015	2019	N	2015/16 AY	<p>That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread.</p> <ul style="list-style-type: none"> <li>• That the School broaden the range of design projects to include conceptual as well as practical projects.</li> <li>• That consistency of marking across all projects be reviewed, particularly in borderline cases.</li> </ul>		2016/17 AY		Professor Ashraf Ayoub
The Institution of Civil Engineers (ICE)	09301	MSc Construction Management		2015	2019	N	2015/16 AY	<p>That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread.</p> <ul style="list-style-type: none"> <li>• That the School broaden the range of design projects to include conceptual as well as practical projects.</li> <li>• That consistency of marking across all projects be reviewed, particularly in borderline cases.</li> </ul>		2016/17 AY		Dr Feng Fu
The Institution of Civil Engineers (ICE)	09301	MSc Temporary Works and Construction Method Engineering		2015	2019	N	2015/16 AY	<p>That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread.</p> <ul style="list-style-type: none"> <li>• That the School broaden the range of design projects to include conceptual as well as practical projects.</li> <li>• That consistency of marking across all projects be reviewed, particularly in borderline cases.</li> </ul>		2016/17 AY		Dr Andrew McNamara
Institution of Structural Engineers (IStructE)	10001	MEng Civil Engineering (Placement)		2015	2019	N	2015/16 AY	<p>That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread.</p> <ul style="list-style-type: none"> <li>• That the School broaden the range of design projects to include conceptual as well as practical projects.</li> <li>• That consistency of marking across all projects be reviewed, particularly in borderline cases.</li> </ul>		2016/17 AY	BEng Civil Engineering with Architecture (Placement) (last cohort due to graduate in 19/20 AY); MEng Civil Engineering with Architecture (Placement) (last cohort due to graduate in 19/20 AY); BEng Civil Engineering with Architecture (last cohort due to graduate in 18/19 AY); MEng Civil Engineering with Architecture (last cohort due to graduate in 19/20 AY)	Dr Richard Goodey
Institution of Structural Engineers (IStructE)	10001	BEng Civil Engineering (Placement)		2015	2019	N	2015/16 AY	<p>That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread.</p> <ul style="list-style-type: none"> <li>• That the School broaden the range of design projects to include conceptual as well as practical projects.</li> <li>• That consistency of marking across all projects be reviewed, particularly in borderline cases.</li> </ul>		2016/17 AY		Dr Richard Goodey
Institution of Structural Engineers (IStructE)	10001	BEng Civil Engineering		2015	2019	N	2015/16 AY	<p>That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread.</p> <ul style="list-style-type: none"> <li>• That the School broaden the range of design projects to include conceptual as well as practical projects.</li> <li>• That consistency of marking across all projects be reviewed, particularly in borderline cases.</li> </ul>		2016/17 AY		Dr Richard Goodey
Institution of Structural Engineers (IStructE)	10001	BEng Civil Engineering (Foundation)		2015	2019	N	2015/16 AY	<p>That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread.</p> <ul style="list-style-type: none"> <li>• That the School broaden the range of design projects to include conceptual as well as practical projects.</li> <li>• That consistency of marking across all projects be reviewed, particularly in borderline cases.</li> </ul>		2016/17 AY		Dr Richard Goodey
Institution of Structural Engineers (IStructE)	10001	MEng Civil Engineering		2015	2019	N	2015/16 AY	<p>That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread.</p> <ul style="list-style-type: none"> <li>• That the School broaden the range of design projects to include conceptual as well as practical projects.</li> <li>• That consistency of marking across all projects be reviewed, particularly in borderline cases.</li> </ul>		2016/17 AY		Dr Richard Goodey
Institution of Structural Engineers (IStructE)	10001	MSc Civil Engineering Structures		2015	2019	N	2015/16 AY	<p>That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread.</p> <ul style="list-style-type: none"> <li>• That the School broaden the range of design projects to include conceptual as well as practical projects.</li> <li>• That consistency of marking across all projects be reviewed, particularly in borderline cases.</li> </ul>		2016/17 AY		Dr Tatyana Micić

Institution of Structural Engineers (IStructE)	10001	MSc Civil Engineering Structures (Nuclear Power Plants)			2015	2019	N	2015/16 AY	That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread. • That the School broaden the range of design projects to include conceptual as well as practical projects. • That consistency of marking across all projects be reviewed, particularly in borderline cases.				Professor Ashraf Ayoub
Institution of Structural Engineers (IStructE)	10001	MSc Construction Management			2015	2019	N	2015/16 AY	That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread. • That the School broaden the range of design projects to include conceptual as well as practical projects. • That consistency of marking across all projects be reviewed, particularly in borderline cases.		2016/17 AY		Dr Feng Fu
Institution of Structural Engineers (IStructE)	10001	MSc Temporary Works and Construction Method Engineering			2015	2019	N	2015/16 AY	That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread. • That the School broaden the range of design projects to include conceptual as well as practical projects. • That consistency of marking across all projects be reviewed, particularly in borderline cases.		2016/17 AY		Dr Andrew McNamara
Institute of Highway Engineers	08101	MEng Civil Engineering (Placement)			2015	2019	N	2015/16 AY	That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread. • That the School broaden the range of design projects to include conceptual as well as practical projects. • That consistency of marking across all projects be reviewed, particularly in borderline cases.			BEng Civil Engineering with Architecture (Placement) (last cohort due to graduate in 19/20 AY); MEng Civil Engineering with Architecture (Placement) (last cohort due to graduate in 19/20 AY); BEng Civil Engineering with Architecture (last cohort due to graduate in 18/19 AY); MEng Civil Engineering with Architecture (last cohort due to graduate in 19/20 AY)	Dr Richard Goodey
Institute of Highway Engineers	08101	BEng Civil Engineering (Placement)			2015	2019	N	2015/16 AY	That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread. • That the School broaden the range of design projects to include conceptual as well as practical projects. • That consistency of marking across all projects be reviewed, particularly in borderline cases.		2016/17 AY		Dr Richard Goodey
Institute of Highway Engineers	08101	BEng Civil Engineering			2015	2019	N	2015/16 AY	That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread. • That the School broaden the range of design projects to include conceptual as well as practical projects. • That consistency of marking across all projects be reviewed, particularly in borderline cases.		2016/17 AY		Dr Richard Goodey
Institute of Highway Engineers	08101	BEng Civil Engineering (Foundation)			2015	2019	N	2015/16 AY	That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread. • That the School broaden the range of design projects to include conceptual as well as practical projects. • That consistency of marking across all projects be reviewed, particularly in borderline cases.		2016/17 AY		Dr Richard Goodey
Institute of Highway Engineers	08101	MEng Civil Engineering			2015	2019	N	2015/16 AY	That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread. • That the School broaden the range of design projects to include conceptual as well as practical projects. • That consistency of marking across all projects be reviewed, particularly in borderline cases.		2016/17 AY		Dr Richard Goodey
Institute of Highway Engineers	08101	MSc Civil Engineering Structures			2015	2019	N	2015/16 AY	That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread. • That the School broaden the range of design projects to include conceptual as well as practical projects. • That consistency of marking across all projects be reviewed, particularly in borderline cases.		2016/17 AY		Dr Talyana Micic
Institute of Highway Engineers	08101	MSc Civil Engineering Structures (Nuclear Power Plants)			2015	2019	N	2015/16 AY	That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread. • That the School broaden the range of design projects to include conceptual as well as practical projects. • That consistency of marking across all projects be reviewed, particularly in borderline cases.		2016/17 AY		Professor Ayoub Ashraf
Institute of Highway Engineers	08101	MSc Construction Management			2015	2019	N	2015/16 AY	That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread. • That the School broaden the range of design projects to include conceptual as well as practical projects. • That consistency of marking across all projects be reviewed, particularly in borderline cases.		2016/17 AY		Dr Feng Fu
Institute of Highway Engineers	08101	MSc Temporary Works and Construction Method Engineering			2015	2019	N	2015/16 AY	That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread. • That the School broaden the range of design projects to include conceptual as well as practical projects. • That consistency of marking across all projects be reviewed, particularly in borderline cases.		2016/17 AY		Dr Andrew McNamara

The Chartered Institution of Highways & Transportation	03001	MEng Civil Engineering (Placement)		2015	2019	N	2015/16 AY	That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread. • That the School broaden the range of design projects to include conceptual as well as practical projects. • That consistency of marking across all projects be reviewed, particularly in borderline cases.		2016/17 AY	BEng Civil Engineering with Architecture (Placement) (last cohort due to graduate in 19/20 AY); MEng Civil Engineering with Architecture (Placement) (last cohort due to graduate in 19/20 AY); BEng Civil Engineering with Architecture (last cohort due to graduate in 18/19 AY); MEng Civil Engineering with Architecture (last cohort due to graduate in 19/20 AY)	Dr Richard Goodey
The Chartered Institution of Highways & Transportation	03001	BEng Civil Engineering (Placement)		2015	2019	N	2015/16 AY	That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread. • That the School broaden the range of design projects to include conceptual as well as practical projects. • That consistency of marking across all projects be reviewed, particularly in borderline cases.		2016/17 AY		Dr Richard Goodey
The Chartered Institution of Highways & Transportation	03001	BEng Civil Engineering		2015	2019	N	2015/16 AY	That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread. • That the School broaden the range of design projects to include conceptual as well as practical projects. • That consistency of marking across all projects be reviewed, particularly in borderline cases.		2016/17 AY		Dr Richard Goodey
The Chartered Institution of Highways & Transportation	03001	BEng Civil Engineering (Foundation)		2015	2019	N	2015/16 AY	That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread. • That the School broaden the range of design projects to include conceptual as well as practical projects. • That consistency of marking across all projects be reviewed, particularly in borderline cases.		2016/17 AY		Dr Richard Goodey
The Chartered Institution of Highways & Transportation	03001	MEng Civil Engineering		2015	2019	N	2015/16 AY	That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread. • That the School broaden the range of design projects to include conceptual as well as practical projects. • That consistency of marking across all projects be reviewed, particularly in borderline cases.		2016/17 AY		Dr Richard Goodey
The Chartered Institution of Highways & Transportation	03001	MSc Civil Engineering Structures		2015	2019	N	2015/16 AY	That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread. • That the School broaden the range of design projects to include conceptual as well as practical projects. • That consistency of marking across all projects be reviewed, particularly in borderline cases.		2016/17 AY		Dr Talyana Mistic
The Chartered Institution of Highways & Transportation	03001	MSc Civil Engineering Structures (Nuclear Power Plants)		2015	2019	N	2015/16 AY	That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread. • That the School broaden the range of design projects to include conceptual as well as practical projects. • That consistency of marking across all projects be reviewed, particularly in borderline cases.		2016/17 AY		Dr Ayoub Ashraf
The Chartered Institution of Highways & Transportation	03001	MSc Construction Management		2015	2019	N	2015/16 AY	That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread. • That the School broaden the range of design projects to include conceptual as well as practical projects. • That consistency of marking across all projects be reviewed, particularly in borderline cases.		2016/17 AY		Dr Feng Fu
The Chartered Institution of Highways & Transportation	03001	MSc Temporary Works and Construction Method Engineering		2015	2019	N	2015/16 AY	That the School continues to maintain a culture of sustainability across all programmes to achieve a more consistent sustainability thread. • That the School broaden the range of design projects to include conceptual as well as practical projects. • That consistency of marking across all projects be reviewed, particularly in borderline cases.		2016/17 AY		Dr Andrew McNamara
British Computer Society (BCS)	01101	BSc Business Computing Systems (Prof Pathway)	Terminated Programme - no recruitment from 2018/19; last cohort expected to graduate in 2019/20	2017	2022	N	2017/18 AY	Update of all mappings using the correct templates and providing evidence where legal, social, ethical and professional issues; security; and risk is taught and assessed. For MSc programmes evidence of working co-operatively and as a member of a development team which is commonly met by a piece of team based major (30 credit) project work at level 6 or above. Evidence where ability to work as a member of a development team is taught and assessed. For MSc Health Informatics evidence where 'work as a member of a development team' is taught and assessed. For all postgraduate programmes evidence of updated MSc Project Guidance Document with either a) the introduction of a specific module code for those projects which meet the BCS criteria and hence facilitate a condition to be added to the accreditation awarded or b) update the existing project documentation to ensure all projects meet the BCS criteria.	Opportunity for a six month Industrial placement as part of the postgraduate courses • Embedding of SFIA into the placement modules • Work of the Professional Liaison Unit (PLU) with evidently clear industry input to courses, including students presenting work to industrial panels • Strong links between research and teaching • Checks for ensuring BCS project criteria are met (both start and end of the process) • Marking up of External Examiner Reports • Activities for student engagement which created a strong sense of student community including boot camps, use of social media and inductions at each stage of the programme • Use of laptops within the classroom/lectures facilitating a strong pedagogic approach to delivery	05.07.17		Chris Smart
British Computer Society (BCS)	01101	BSc Business Computing Systems (Placement)	Terminated Programme - no recruitment from 2018/19; last cohort expected to graduate in 2019/21	2017	2022	N	2017/18 AY	Update of all mappings using the correct templates and providing evidence where legal, social, ethical and professional issues; security; and risk is taught and assessed. For MSc programmes evidence of working co-operatively and as a member of a development team which is commonly met by a piece of team based major (30 credit) project work at level 6 or above. Evidence where ability to work as a member of a development team is taught and assessed. For MSc Health Informatics evidence where 'work as a member of a development team' is taught and assessed. For all postgraduate programmes evidence of updated MSc Project Guidance Document with either a) the introduction of a specific module code for those projects which meet the BCS criteria and hence facilitate a condition to be added to the accreditation awarded or b) update the existing project documentation to ensure all projects meet the BCS criteria.	Opportunity for a six month Industrial placement as part of the postgraduate courses • Embedding of SFIA into the placement modules • Work of the Professional Liaison Unit (PLU) with evidently clear industry input to courses, including students presenting work to industrial panels • Strong links between research and teaching • Checks for ensuring BCS project criteria are met (both start and end of the process) • Marking up of External Examiner Reports • Activities for student engagement which created a strong sense of student community including boot camps, use of social media and inductions at each stage of the programme • Use of laptops within the classroom/lectures facilitating a strong pedagogic approach to delivery	05.07.17		Chris Smart
British Computer Society (BCS)	01101	BSc Computer Science		2017	2022	N	2017/18 AY	Update of all mappings using the correct templates and providing evidence where legal, social, ethical and professional issues; security; and risk is taught and assessed. For MSc programmes evidence of working co-operatively and as a member of a development team which is commonly met by a piece of team based major (30 credit) project work at level 6 or above. Evidence where ability to work as a member of a development team is taught and assessed. For MSc Health Informatics evidence where 'work as a member of a development team' is taught and assessed. For all postgraduate programmes evidence of updated MSc Project Guidance Document with either a) the introduction of a specific module code for those projects which meet the BCS criteria and hence facilitate a condition to be added to the accreditation awarded or b) update the existing project documentation to ensure all projects meet the BCS criteria.	Opportunity for a six month Industrial placement as part of the postgraduate courses • Embedding of SFIA into the placement modules • Work of the Professional Liaison Unit (PLU) with evidently clear industry input to courses, including students presenting work to industrial panels • Strong links between research and teaching • Checks for ensuring BCS project criteria are met (both start and end of the process) • Marking up of External Examiner Reports • Activities for student engagement which created a strong sense of student community including boot camps, use of social media and inductions at each stage of the programme • Use of laptops within the classroom/lectures facilitating a strong pedagogic approach to delivery	05.07.17		Dr Jacob Howe
British Computer Society (BCS)	01101	BSc Computer Science (Prof Pathway)		2017	2022	N	2017/18 AY	Update of all mappings using the correct templates and providing evidence where legal, social, ethical and professional issues; security; and risk is taught and assessed. For MSc programmes evidence of working co-operatively and as a member of a development team which is commonly met by a piece of team based major (30 credit) project work at level 6 or above. Evidence where ability to work as a member of a development team is taught and assessed. For MSc Health Informatics evidence where 'work as a member of a development team' is taught and assessed. For all postgraduate programmes evidence of updated MSc Project Guidance Document with either a) the introduction of a specific module code for those projects which meet the BCS criteria and hence facilitate a condition to be added to the accreditation awarded or b) update the existing project documentation to ensure all projects meet the BCS criteria.	Opportunity for a six month Industrial placement as part of the postgraduate courses • Embedding of SFIA into the placement modules • Work of the Professional Liaison Unit (PLU) with evidently clear industry input to courses, including students presenting work to industrial panels • Strong links between research and teaching • Checks for ensuring BCS project criteria are met (both start and end of the process) • Marking up of External Examiner Reports • Activities for student engagement which created a strong sense of student community including boot camps, use of social media and inductions at each stage of the programme • Use of laptops within the classroom/lectures facilitating a strong pedagogic approach to delivery	05.07.17		Dr Vladimir Stankovic
British Computer Society (BCS)	01101	BSc Computer Science with Games Technology		2017	2022	N	2017/18 AY	Update of all mappings using the correct templates and providing evidence where legal, social, ethical and professional issues; security; and risk is taught and assessed. For MSc programmes evidence of working co-operatively and as a member of a development team which is commonly met by a piece of team based major (30 credit) project work at level 6 or above. Evidence where ability to work as a member of a development team is taught and assessed. For MSc Health Informatics evidence where 'work as a member of a development team' is taught and assessed. For all postgraduate programmes evidence of updated MSc Project Guidance Document with either a) the introduction of a specific module code for those projects which meet the BCS criteria and hence facilitate a condition to be added to the accreditation awarded or b) update the existing project documentation to ensure all projects meet the BCS criteria.	Opportunity for a six month Industrial placement as part of the postgraduate courses • Embedding of SFIA into the placement modules • Work of the Professional Liaison Unit (PLU) with evidently clear industry input to courses, including students presenting work to industrial panels • Strong links between research and teaching • Checks for ensuring BCS project criteria are met (both start and end of the process) • Marking up of External Examiner Reports • Activities for student engagement which created a strong sense of student community including boot camps, use of social media and inductions at each stage of the programme • Use of laptops within the classroom/lectures facilitating a strong pedagogic approach to delivery	05.07.17		Dr Radu Jianu

