The University Of Sheffield.

Programme Specification

A statement of the knowledge, understanding and skills that underpin a taught programme of study leading to an award from The University of Sheffield

Programme Details

1. Programme title	Mechanical Engineering with an Industrial Placement Year / Mechanical Engineering with Biomechanics with an Industrial Placement Year
2. Programme code	MACU022 / MECU025
3. QAA FHEQ level	FHEQ Level 7 – Integrated Master's
4. Faculty	Engineering
5. Department	Mechanical Engineering
6. Other departments providing credit bearing modules for the programme	Core modules: • Faculty of Engineering (FCE) • Mathematics and Statistics (MAS) • Electronic & Electrical Engineering (EEE) • Management School (MGT) Optional Modules: • Automatic Control & Systems Engineering (ACS) • Chemical and Biological Engineering (CPE) • Materials Science and Engineering (MAT) • Mathematics & Statistics (MAS)
7. Accrediting Professional or Statutory Body	Institution of Mechanical Engineers
8. Date of production/revision	October 2020, March 2021, September 2022, September 2023, September 2024, March 2026

Awards	Type of award	Duration
9. Final award	Master of Engineering (MEng)	5 years (including an Industrial Placement Year)
10. Intermediate awards	Bachelor of Engineering (BEng) for students transferring their registration in Years 1 and 2 (see separate programme specification for MECU015)	4 years

Programme Codes

11. JACS code(s) *Select between one and three codes from the HESA website.*	H300		
12. HECoS code(s) *Select between one and three codes from the HECoS vocabulary.*	100190		

Programme Delivery

13. Mode of study	Full-time
14. Mode of delivery	Face to face

15. Background to the programme and subject area

Professional mechanical engineers are concerned with the design, development, production and marketing of all kinds of artefacts that improve and support our way of life. They are creative people and synthesize information, solve problems and innovate. A career in mechanical engineering can involve graduates in any stage of the conception, design, production, finance and marketing of all manufactured goods - from the largest power station, aeroplane, space craft and car plant to delicate mechanisms required for scientific instruments, heart valves or micro-surgery. Graduate mechanical engineers can end up working for a small to medium sized company, or a larger employer such as BAE Systems, Rolls Royce Plc, Jaguar Landrover or ICI. They can also work independently, begin their own business, or work in a variety of employment where innovation and numeracy are required, or become established in research.

The degree of MEng Mechanical Engineering with an Industrial Placement Year aims to provide the academic qualifications and practical engineering applications experience for students wishing to enter the mechanical engineering profession, without specialising in any particular aspect of mechanical engineering in their first degree.

Within the field of Mechanical Engineering, Biomechanics is a relatively new discipline that improves human health through cross-disciplinary activities that integrate engineering sciences with biomedical sciences and clinical practice. The subject has broad demands, and the healthcare industries requiring design or manufacturing skills recruit engineers from traditional degree subjects, especially mechanical engineering. While valuable to these industries, recruits lack knowledge and skills in the life sciences, with the consequent impediment to our industrial, research and commercial advantage. The stream of MEng degree Mechanical Engineering with Biomechanics with an Industrial Placement Year is designed to fully understand these mechanical engineering challenges, and provides a mechanical engineering focussed grounding in biomechanics. The core of the programme is Mechanical Engineering, but in years three and five the stream puts focus on biomechanics engineering. Students on this stream will graduate with the degree of MEng Mechanical Engineering with Biomechanics with an Industrial Placement Year.

Students on the MEng in Mechanical Engineering with an Industrial Placement Year/MEng Mechanical Engineering with Biomechanics with an Industrial Placement Year spend the fourth year of the five-year degree working in an engineering company of their choice. This provides them with wide-ranging experiences and opportunities to put their academic studies into context and improve their technical and professional skills. It enhances their employment prospects, enabling them to gain direct experience of industry culture, make contacts and strengthen their CV. Students who complete their placement successfully can often fast-track to a permanent role within the same company. Students are encouraged and helped to record the competences developed in their Year in Industry experience and use this to accelerate a later application for Chartered status.

The MEng degree in Mechanical Engineering with an Industrial Placement Year fully satisfies the academic and practical requirements for the award of Chartered Engineer Status and is accredited by the Institution of Mechanical Engineers, in line with our other accredited programmes. The programme will equip graduates to enter and succeed in a wide range of career areas, both within mechanical engineering and more generally, and to meet the challenges of working within an ever-changing discipline.

Further information about the programme may be found at http://www.shef.ac.uk/mecheng/

16. Programme aims

Mechanical Engineering with an Industrial Placement Year/Mechanical Engineering with Biomechanics with an Industrial Placement Year aims to:	
A1	provide graduating students with a high-quality accredited qualification that meets all of the academic requirements for (future) Chartered Engineer status, as required by the Engineering Council via the IMechE.
A2	deliver a coherent curriculum founded on critical thinking, capable engineering analysis, confident problem-solving and personal development to develop graduates who can lead, influence and create value.
A3	provide a broad knowledge and understanding of mechanical engineering, including the commercial and social context, together with a more detailed and critical understanding of specialised, research-informed areas within the subject.
A4	develop in students an independence of thought, intellectual curiosity and critical approach to evidence, theories and concepts.
A5	provide an inclusive learning environment enabling every student to maximise their potential in all aspects of their programme.
A6	foster safe and competent laboratory, manufacturing and assembly practice.
A7	nurture in students their powers of creativity and innovation.
A8	provide students an extended period of work experience, which will complement their studies, at an engineering company between their second and final years.
A9	prepare students for professional practice by building in them an awareness of what mechanical engineers do, what their professional and legal responsibilities are, how they can understand and navigate ethical dilemmas, and supporting them to achieve competence in managing their own Continuing Professional Development (CPD).

17. Programme learning outcomes

Knowledge and understanding

On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:

		Links to Aim(s)
K1	scientific principles and methodology necessary to underpin an education in mechanical engineering.	A1, A3, (A8)

K2	the materials, components and production methods available to mechanical engineers.	A1, A3, (A8)
K3	mathematical and statistical methods necessary to underpin their education in their engineering discipline and to enable them to apply mathematical and statistical methods, tools and notations in the analysis and solution of engineering problems.	A1, A3, (A8)
K4	the context in which engineering is conducted and be able to translate this into opportunities and constraints.	A1, A3, A7, (A8), A9
K5	the importance of engineers and engineering in making a positive and professional contribution to the world, with consideration of equality, diversity, and inclusion.	A1, A3, A5, A7, (A8), A9
Intellectual capabilities On successful completion of the programme, students will be able to:		
I1	use knowledge and understanding (above) from own engineering disciplines to conduct engineering analysis, deploying software tools as appropriate.	A1, A2, A4, (A8)
I2	integrate knowledge, understanding, skills, attitude and engineering analysis to solve engineering problems holistically and systematically.	A1, A2, A4, (A8), A9
I3	make engineering judgements and manage risk using appropriate approaches, including security risk and amongst incomplete and ambiguous data.	A1, A2, A4, (A8), A9
I4	apply structured design processes and tools and understand their limitations.	A1, A2, A4, A7, (A8)
I5	use research skills to leverage fundamental knowledge through critical, independent thought to investigate and solve problems, validate proposed solutions, and/or create commercial and societal value.	A1, A2, A4, A7, (A8)
Practical engineering skills On successful completion of the programme, students will be able to:		
P1	describe and apply the principles of experimental method to design and project manage the delivery of an experiment (including managing resources).	A1, A6, (A8)
P2	select and use experimental equipment relevant to mechanical engineering with an understanding of their advantages, drawbacks and appropriate use.	A1, A6, (A8)
P3	select the correct production tool for a job, understanding its advantages and limitations (including manufacturing constraints), and deploy it safely to realise an idea into a product.	A1, A6, (A8)
P4	recognise where health and safety risk occur in practical activities and perform a risk assessment and conducting themselves in a safe way.	A1, A6, (A8), A9
P5	professionally and clearly record methods, observations and data during an experiment.	A1, A6, (A8)

Professional capabilities On successful completion of the programme, students will be able to:		
PC1	identify effective channels and communicate with technical and non-technical audiences, as a member of a team and individually.	A1, A5, (A8), A9
PC2	collaborate effectively and build and work in teams to deliver work and share skills and expertise.	A1, A5, (A8), A9
PC3	demonstrate individual effectiveness and self-awareness, articulating and evidencing their strengths and weaknesses, demonstrating self-motivation and commitment to their own development, and operate as an enquiring, engaged learner and professional.	A1, A5, (A8), A9
PC4	confidently locate, manage and utilise information, navigating and using both formal and informal sources, including technical and academic literature.	A1, A5, (A8), A9
PC5	be enterprising by recognising and seizing opportunities to turn ideas into action to make a positive difference, through planning and managing a programme of work.	A1, A5, A7, (A8), A9

18. Learning and teaching methods

The following are the main learning and teaching methods implemented within the programme:

- **Lectures:** These are principal means of transmitting academic material and analysis techniques. Most lecture courses provide tutorial sheets to enable students to develop their understanding during private study.

- **Tutorials (and Example Classes):** These support students to resolve problems in their understanding of course material with students in appropriate group sizes (from small-groups to full-class).

- **Practical Activities:** These typically take the form of laboratory or workshop classes. Laboratory classes introduce experimental methods and provide an opportunity for students to observe phenomena taught elsewhere in the curriculum, supporting their understanding. They also provide a good opportunity to develop collaboration and communication skills. Workshop classes provide students with an opportunity to apply a broad range of manufacturing processes to fabricate much valued and rewarding artefacts. In-curriculum links with the University's student-led Makerspace (iForge) allow students to take responsibility for their practical work. These positive experiences promote further, optional in- or extra-curriculum learning.

- **Online Resources**: These resources can be the primary method of delivery, or as a 'capture' that offers students the opportunity to revisit topics. They might be dedicated resources developed by academic staff and made available to students through the Virtual Learning Environment (VLE) or a set of carefully curated pre-existing resources (e.g. from the wide range of online expert learning providers that are publicly available or part of the University's subscriptions) that the students are signposted towards. This format builds digital literacy, supports self-paced learning and helps facilitate a more diverse, and therefore inclusive, learning environment.

- **Design Classes:** These classes support students to integrate and develop their knowledge and understanding, intellectual capabilities and practical skills in order to address typical engineering problems that are "open-ended" and often ill-defined. They also provide good opportunities for developing professional capabilities such as collaboration, communication and project management.

- **Coursework Assignments (including Oral, Video and Poster Presentations):** A number of modules have coursework assignments that require students to seek additional information and work

on their own, or sometimes in small groups. They are designed to enable students to develop and show their understanding of the content of the module. Oral, video or and poster presentations are often included as part of coursework assignments to provide opportunities for developing essential communication skills.

● **Group Design Project:** This is undertaken in the Spring semester of year 3 and involves groups of typically 4-7 students working on an industry focused design problem. This substantial project provides students with an opportunity to demonstrate, and experiment with, the knowledge, understanding and skills they have developed over the initial 2½ years of the programme and supports them to further develop their project-management, team-working and communication skills.

● **Individual Project:** This is the largest individual project on the programme and is undertaken in year 5 under the supervision of an academic member of staff. It is an individual research and/or industrial project at the frontiers of mechanical engineering and provides students with an excellent opportunity to synthesise every aspect of their development during the programme.

● **Individual industrial placement:** Year 4 is spent in industry. This provides students with experience of working in an engineering company, consolidates the knowledge gained during their academic studies in Years 1 to 3, and enhances their understanding of how to apply this in practices.

● **Preparation for Practice:** This is undertaken in Year 5 but builds upon the industrial experience in year 4 and the professional development training that is embedded throughout the programme, starting in year 1. It provides students with space and support to reflect on and synthesise their learning, interrogate their own values and career goals and identify and implement development opportunities to help achieve these goals. It reinforces the importance of Continuing Professional Development, which is integral to professional practice, and supports students in the transition represented by graduation.

● **Integrative Projects**: These are substantial, carefully designed learning experiences that provide a context in which a wide range of programme learning outcomes ('K', 'I', 'P' and 'PC') can be realised and integrated. These projects typically consist of multiple phases that require students to work individually and in groups on a broad range of learning and teaching activities such as those outlined above.

The learning and teaching methods (above) are mapped against the learning outcomes (from section 17) in the table below:

Learning Outcome		**Learning & Teaching Method (see above)**										
		Lectures	**Tutorials**	**Practical Activities**	**Online Resources**	**Design Classes**	**Coursework Assignments**	**Group Design Project**	**Individual Project**	**Industrial Placement**	**Preparation for Practice**	**Integrative Projects**
K1	Scientific principles & methods	✓	✓	✓	✓	✓	✓	✓	✓		(✓)	✓
K2	Materials, components and production methods	✓	✓	✓	✓			(✓)	(✓)		(✓)	✓
K3	Mathematical &	✓	✓		✓		✓	(✓)	✓		(✓)	✓

	statistical methods											
K4	Context of engineering	✓	✓		✓		✓	(✓)	(✓)	✓	(✓)	✓
K5	Positive & professional contribution	✓	✓			✓	✓	✓	(✓)	✓	(✓)	✓
I1	Conduct engineering analysis	✓	✓	✓		✓	✓	✓	✓	(✓)	(✓)	✓
I2	Solve engineering problems	✓	✓	✓		✓	✓	✓	✓	(✓)	(✓)	✓
I3	Manage risk	✓				✓	✓	✓	(✓)	(✓)	(✓)	✓
I4	Apply structured design processes					✓		✓	✓	(✓)	(✓)	✓
I5	Use research skills					✓	✓	✓	✓	(✓)	(✓)	✓
P1	Design and conduct an experiment			✓					(✓)		(✓)	✓
P2	Use experimental equipment	✓				✓	✓	(✓)	(✓)		(✓)	✓
P3	Realise an idea into a product	✓		✓		✓	✓	(✓)	(✓)	(✓)	(✓)	✓
P4	Manage risks to health and safety	✓		✓		✓	✓			(✓)	(✓)	✓
P5	Record pertinent information	✓	✓	✓			✓	✓	✓	✓	(✓)	✓
PC1	Communicate proficiently	✓		✓			✓	✓	✓	✓	(✓)	✓
PC2	Collaborate effectively	✓	✓			✓	✓	✓	✓	✓	(✓)	✓
PC3	Be effective and self-aware		✓	✓		✓		✓		✓	✓	✓

PC4	Information literacy	✓	✓	✓				✓	✓	✓	(✓)	✓
PC5	Be enterprising						✓	✓	✓	✓	(✓)	✓

19. Assessment and feedback methods

The following are the main assessment methods implemented within the programme:

- **Written Examinations:** Exams are typically 1.5 - 3 hours in duration, depending on module size and the presence of complementary assessment methods. Some modules use examinations as the only assessment method.

- **Coursework Assignments (including Oral, Video and Poster Presentations):** Coursework assignments are widely used in design studies, computational work, laboratory reports, essays or other work designed to assess the understanding of the module. Assignments are mainly undertaken on an individual basis but are sometimes carried out in small groups. Some assignments use oral, video and/or poster presentations to assess the development of presentation and communication skills. Some modules use coursework assignments as the only method of assessment whilst others have complementary assessments such as a written examination.

- **Class Test:** These are small tests conducted during the main teaching periods to assess progress and understanding. They provide the module leader with a general overview of student progress and allowing individual students to gauge their own progress.

- **Group Design Project:** The assessment of this substantial design project requires students to demonstrate their proficiency in communicating complex information via a range of different media common to professional engineers. The assessment consists of a group summary report, an individual detailed report, a group presentation, a group poster and an individual interview. All assignments are expected to be completed to a professional standard.

- **Individual Project:** This is the largest individual project on the programme and is undertaken in year 4. It is assessed on the student's commitment and progress throughout the project, a written thesis, and a viva voce to a panel of academic staff and the response to questions from the panel. All assignments are expected to be completed to a professional standard.

- **Individual industrial placement** – A variety of methods are used to assess the placement undertaken in Year 3. The student must write two reports and a reflection on skills developed during the placement (which the student records in an online skills-based journal during the year in industry) and give a presentation to academic staff at the end of the placement.

- **Portfolio:** A core component of Year 4, the ‘Preparation for Practice’ module supports students in producing a personal portfolio (and creative media) for professional/employability purposes.

- **Integrated Projects:** These are substantial, carefully designed learning experiences that provide a context in which a wide range of programme learning outcomes (‘K’, ‘I’, ‘P’ and ‘PC’) are assessed. These projects typically consist of multiple phases and are continually assessed with students producing a variety of group and individual assessment elements.

The assessment and feedback methods (above) are mapped against the learning outcomes (from section 17) in the table below:

Learning Outcome	Assessment and Feedback Method (see above)

		Exam	CA	Class Test	Group Design Project	Individual Project	Industrial Placement	Portfolio	Integrative Project
K1	Scientific principles & methods	✓	✓	✓	✓	✓			
K2	Materials, components and production methods	✓	✓	✓	(✓)	(✓)			✓
K3	Mathematical & statistical methods	✓	✓		(✓)	(✓)			✓
K4	Context of engineering	✓	✓		✓	✓	✓		✓
K5	Positive & professional contribution	✓	✓		✓	✓	✓		✓
I1	Conduct engineering analysis	✓	✓	✓	✓	✓	(✓)		✓
I2	Solve engineering problems		✓		✓	✓	(✓)		✓
I3	Manage risk		✓		✓	✓	(✓)		✓
I4	Apply structured design processes		✓		✓	(✓)	(✓)		✓
I5	Use research skills		✓		✓	✓	(✓)		✓
P1	Design and conduct an experiment		✓		(✓)	(✓)			✓
P2	Use experimental equipment		✓		(✓)	(✓)			✓
P3	Realise an idea into a product		✓		(✓)	(✓)	(✓)		✓
P4	Manage risks to health and safety		✓	✓	(✓)	(✓)	(✓)		✓
P5	Record pertinent information		✓		(✓)	(✓)	✓		✓
PC1	Communicate proficiently		✓		✓	✓	✓		✓
PC2	Collaborate effectively		✓		✓		✓		✓
PC3	Be effective and self-aware		✓		✓		✓	✓	✓
PC4	Information literacy		✓		✓	✓	✓		✓

PC5	Be enterprising		✓		✓	✓	✓		✓

Feedback to students will be given on a regular basis throughout the Programme. It will provide encouragement and will offer suggestions for improvement. Students will be expected to use feedback from staff to improve the quality of their work and enhance their personal development. The feedback can be summative (e.g. written comments on assignments) or formative (e.g. verbally during lectures, tutorials, laboratory, and other teaching and learning sessions).

Feedback from students and the industry sponsors/employers is actively sought in order to monitor the operational delivery of the programme against its educational aims and objectives, as well as industry requirements, and thus assist staff to strive for continuous improvement.

20. Programme structure and student development

The programme structure is modular and at each year students study modules worth 120 credits in total. During the first 2½ years, students follow a core syllabus that supports them to develop the fundamental knowledge and understanding, intellectual capabilities, practical skills and professional capabilities expected of a professional mechanical engineer. In the final 1½ years, in addition to a few core modules ('Group Design Project', 'Individual Project' and 'Preparation for Practice') students can choose from a wide range of advanced optional modules. This enables them to focus their development on specific aspects of the discipline that are of interest, supporting their preparation for their initial career.

Year 1

In year 1 students undertake two engineering science modules (40 credits in total) and a mathematics module (20 credits) which aim to consolidate mathematical and scientific knowledge while introducing the fundamentals of mechanical engineering. The conceptual and analytical focus of this learning is put to work in two substantive integrated projects (total 60 credits) which provide a platform to develop general transferable skills by combining a student's scientific and mathematical competence with a wider range of more subjective knowledge areas, broader intellectual abilities, and practical skills. In this way, students quickly move towards understanding the purpose and power of their conceptual learning, as well as growing their understanding of the kind of problems and challenges mechanical engineers work on. In turn, this builds motivation and engagement.

In year 1, students also complete the Global Engineering Challenge module. This is a week-long project, in which all first-year students in the Engineering Faculty of Engineering tackle real-world problems from a global perspective. This challenges the students to think in an interdisciplinary way about not only the technical issues in engineering developments, but also the social, ethical and environmental implications of decisions made, and their role as change agents.

Year 1 is primarily aimed at bringing all students to a common baseline of knowledge and skills, irrespective of their differing backgrounds so it does not contribute to the final degree grade.

Year 2

During this year, all students undertake five 10-credit modules which aim to develop the fundamentals of mechanical engineering. Two 10-credit mathematics modules are taken to continue the development of essential skills, with a focus on modelling and computational aspects. One 10-credit law and finance module introduces legal and financial aspects of engineering. The year also includes a two-part project (10 credits in the first semester and 20 credits in the second semester) to address a design problem. An electric circuits module contributes 10 more credits.

Students also take part in 'Engineering - You're Hired!' in year 2. During this intensive, week-long project, students work in teams from across the Faculty of Engineering to address a problem proposed by an industrial partner, guided by mentors from industry. During this project, students gain experience of engineering in an industrial setting, developing key employability skills such as managing a complex project within tight constraints, collaborating effectively within interdisciplinary

teams and working with a client to achieve common goals.

Students will have a more extensive knowledge and understanding of the main areas of mechanical engineering and also in the appropriate areas of mathematics. They will be applying these to more advanced problems, design activities and laboratory work. They will continue to develop their independent learning, communication skills and their ability to work in teams. They will also be introduced to the business skills required of an engineer.

Year 3

In year 3 students choose either to follow pure Mechanical Engineering or Mechanical Engineering with Biomechanics. All students undertake four 10-credit modules aimed at completing the essential education required of a professional mechanical engineer. The modules include the integration of modules in the major mechanical engineering subject areas, design, and control. In the second semester all students undertake a 20-credit group design project, typically in groups of 6 students, with focuses that match students' chosen stream. The group design project enables students to demonstrate their mechanical and biomechanics engineering knowledge, design abilities and also their inter-personal and communication skills.

Students in the pure Mechanical Engineering stream must also undertake two 10-credit core modules in Manufacturing and Vibrations and choose 40 credits of modules from a choice of 7 modules. These are chosen to reflect the individual student's interests, and to prepare for year 4 modules and their initial career. Students in the Biomechanics stream must also undertake another six 10-credit modules covering various aspects of biomechanics including basic knowledge of anatomy and biomedical imaging.

By this stage, students are expected to have become self-motivated, efficient and organised independent learners. In Year 3 students will be covering other areas of mechanical engineering, including biomechanics which will prepare them for their final year of study and their initial careers Advice to students is specifically available from their Personal Tutor and the 3rd Year Tutor, although many students seek advice from other members of staff.

Year 4

In year 4 students work in an engineering company for a minimum of 38 weeks. Throughout the placement students are encouraged to record their accumulating competences for later use, and at the end of the placement are asked to summarise and reflect on their development in a written report and poster presentation. They will work within time and funding constraints on a graduate-level industrial project (or series of projects). They will be able to develop enhanced technical and professional skills, and specialist knowledge, which they can then apply to their studies in the final year. Their written report and poster presentation will allow them to record and reflect on their experiences, and throughout the year students are encouraged to record their accumulating experience in an industry standard CPD format ready for later use in professional accreditation.

No mark is awarded for the placement; students either pass or fail.

Year 5

In year 5 all students undertake a 45-credit individual investigative project, and one 15-credit core module which supports the personal development and self-management of students, provides a platform for preparing for professional practice, and challenges students to consider the responsibilities of practising engineers and global citizens.

The other half of Year 5's content comprises four 15-credit modules. The investigative project is supervised by a member of staff and is usually related to established research work or an industrial problem. It is undertaken over both semesters and provides the student with an excellent opportunity to consolidate the skills and knowledge learnt on the programme during a major piece of individual work. The four 15-credit modules are chosen from a selection of about 30 modules to reflect a student's interests and career choice, or, in the Biomechanics stream, focused on biomechanics (including cardiovascular, musculoskeletal and human movement biomechanics, sports engineering and regulatory aspects for medical devices). Advice from staff on the choice of modules is available.

All modules in year 5 are at Masters' level (F7 level as defined in the framework for Higher Education Qualifications) and are often at the leading edge of the subject. The modules and the respective assessments enable the student to demonstrate the overall professional level achieved at the end of the programme.

On successful completion of the programme

Students will have obtained the necessary academic qualification and practical engineering applications qualification for becoming a Chartered Mechanical Engineer. Full Chartered Engineer status will require appropriate experience working as a graduate engineer. Students will be well prepared for career and job opportunities in mechanical, biomedical industries, healthcare sectors, and more traditional engineering sectors. They will be able to assess whether they have the ability, motivation and interest to pursue postgraduate training in mechanical engineering.

Detailed information about the structure of programmes, regulations concerning assessment and progression, and descriptions of individual modules are published in the University Calendar available online at http://www.sheffield.ac.uk/calendar/.

21. Criteria for admission to the programme

Detailed information regarding admission criteria is available via the link below:
https://www.sheffield.ac.uk/mecheng/prospectiveug/courses/m_eng

22. Reference points

The learning outcomes have been developed to reflect the following points of reference:

Subject Benchmark Statements
https://www.qaa.ac.uk/quality-code/subject-benchmark-statements

Framework for Higher Education Qualifications (2024)
https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks#

University Vision and Strategic Plan
https://www.sheffield.ac.uk/vision

23. Additional information

Every student has a Personal Tutor who is an academic member of staff in the department. The primary role of the personal tutor is to provide pastoral support and advice on all aspects of university life. Students first meet their Personal Tutor during 'Intro Week' and will continue to meet them regularly throughout their degree. This can be in small tutor groups (typically up to 5 students) or on a 1-to-1 basis, depending on the circumstances.

During year 1, Personal Tutors have an additional role to provide academic support so students will meet them twice per week. Students are timetabled to meet their Personal Tutor three times per semester in year 2, and twice per semester in year 3, and once per semester in year 5, but students may request additional ad-hoc meetings for additional pastoral support, if required. In year 5, students will meet their Individual Project Supervisors on a regular basis (typically once every 2 weeks) who can also provide additional non-academic support, for example, advice on module choices, career decisions and providing references.

Students are expected to find their own industrial placement (either in the UK or abroad), although we are able to assist through the many contacts University staff have with industry. We regularly update students on companies with suitable placements. The University has a dedicated Faculty of Engineering Employability Team and a Students Placement Officer who briefs students in Year 3 on CV writing, strategies for securing a placement, and the practicalities of placement work. It is expected that students receive a salary for their work in line with the current salary level for industrial

placement. The Year in Industry Tutor and the administrative staff maintain regular contact with the student and the placement provider throughout the year to check that the placement is going well. For all UK-based placements, a member of the academic staff also visits the company.

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department(s) and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed via our Student Services web site at http://www.shef.ac.uk/ssid.